REPORT RESUMES

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A CURRICULUM GUIDE FOR TEACHING TRAINABLE MENTALLY RETARDED CHILDREN, EXPERIMENTAL COPY.

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LOS ANGELES CITY SCHOOLS, CALIF.

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PRESENTING AN OUTLINE OF SUGGESTIONS, ACTIVITIES, TEACHING AIDS, AND GUIDELINES FOR EFFECTIVE PROGRAM PLANNING, THIS CURRICULUM GUIDE IS DEVELOPMENTAL, SEQUENTIAL, AND SPIRAL SO THAT EACH SUBJECT AREA IS TAUGHT, REINFORCED, AND ENRICHED THROUGHOUT THE PROGRAM. MAJOR AREAS ARE MOTOR DEVELOPMENT, PERCEPTUAL TRAINING, COGNITIVE SKILLS, SELF HELP, COMMUNICATION, SOCIAL-EMOTIONAL DEVELOPMENT, INDIVIDUAL EXPRESSION, AND PRACTICAL SKILLS. EACH SECTION INCLUDES AREAS TO BE DEVELOPED, SUGGESTED ACTIVITIES, MATERIALS AND RESOURCES, AND AN EVALUATION SHEET. A CORRELATED UNIT OF THE EIGHT MAJOR AREAS IS PRESENTED. A CHART SHOWS THE MENTAL, PHYSICAL, AND SOCIAL TRAITS OF THE TRAINABLE MENTALLY HANDICAPPED CHILD. LISTS OF NATIONAL, STATE, AND LOCAL AGENCIES AND A BIBLIOGRAPHY OF PARENT EDUCATION ARE INCLUDED IN A CHAPTER EMPHASIZING THE ROLE OF PARENTS. ADDITIONAL SECTIONS PRESENT SUGGESTIONS FOR THE ESTABLISHMENT OF GOOD CLASSROOM ENVIRONMENT, LESSON PLANS, GROUPING, TIME SCHEDULES, SELECTION AND PLACEMENT, EVALUATION FORMS AND SAMPLE REPORT CARDS, AND A CHECKLIST FOR TEACHERS TO FOLLOW IN PARENT CONFERENCES. A GLOSSARY AND A SELECTED BIBLIOGRAPHY OF 158 ITEMS IS INCLUDED. THIS DOCUMENT IS AVAILABLE FROM THE UNIVERSITY OF SOUTHERN CALIFORNIA'S BOOKSTORE, LOS ANGELES, CALIFORNIA. (JZ)

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A CURRICULUM GUIDE
FOR

TEACHING TRAINABLE MENTALLY RETARDED CHILDREN

LOS ANGELES CITY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A CURRICULUM GUIDE
FOR
TEACHING TRAINABLE MENTALLY RETARDED CHILDREN

EXPERIMENTAL COPY

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prepared by

SPECIAL EDUCATION BRANCH
LOS ANGELES CITY SCHOOLS

1964

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FOREWORD

This is an experimental guide to assist teachers who are providing instruction for severely retarded children, referred to in this guide as trainable children. The publication also will assist teachers in working with physically handicapped children in the trainable range, although some modifications and adaptations will be necessary in terms of the specific type of handicap.

The term "trainable mentally retarded" is herein applied to those children and youth identified in the California Education Code as:

> Severely mentally retarded minors. . .who are 5 or more, and less than 21 years of age, and who may be expected to benefit from special educational facilities designed to educate and train them to further their individual acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment.[1]

In the Los Angeles City Schools, an instructional program has been established for the trainable mentally retarded minors between the ages of 8 and 18 years who come within the provisions of the California Education Code, Section 6903. To qualify for placement in these classes, children must qualify on the basis of the AAMD classification which describes trainable mentally retarded children as those who obtain an IQ score of approximately 36-51 on the Revised Stanford Binet Test.

The Special Education Branch provides Child Development Center classes for trainable mentally retarded children. This program includes those pupils formerly enrolled in what were termed "Point 2" classes. The Child Development Center (CDC) program has as its objectives the training, socialization, and development of these trainable mentally retarded. The program also includes counseling and education to assist parents in providing effective home training and better management of the children.

This Guide represents the best current thinking of educational leaders in the field of mental retardation and the combined efforts of special education staff members. However, members of the publication committee and other leaders in the field recognize that this guide will be subject to change and development as the result of continuing evaluation. Although of necessity the Guide does not provide comprehensive coverage because of space limitations, it can still serve as a valuable resource and provide basic direction for the program.

This Guide will undoubtedly stimulate many questions and ideas in the minds of thoughtful teachers and other staff members. The Special Education Branch seeks to help meet educational problems and strives to share creative thinking through its program of publications, institutes, workshops and communications.

DWIGHT E. LYONS
Associate Superintendent
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[1] California Education Code, Section 6903.

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CURRENT TRENDS IN RESEARCH

In order to assess research progress in the field of the mentally retarded, it is necessary first to develop some background to which the present may be compared. There was little scientific research in the field of mental retardation until shortly after World War II, when such research was spurred through funding by federal and private grants.

Countless investigations in the fields of medicine, neurology, psychiatry, psychology, social work, and educational problems related to mental retardation produced and made accessible new information. A review of the status of psychological knowledge to date shows that:

1. Mental retardation is not necessarily fixed and immutable.
2. Mental retardation originates from environmental as well as biological causes.
3. Mental retardates can benefit from specialized educational provisions.
4. Mental retardates benefit when parental attitudes are enlightened and modified.

Special Education curricula reflect the following trends:

1. The multi-dimensional approach is incorporated in teaching techniques.
2. Living experiences are utilized as units of training.
3. Special classes are being established for pre-school, school, and post-school retardates.
4. Programs coordinating supervised educational and "job training" experiences are becoming part of the school curriculum.

Although we are still far from being in a position to expect easy solutions, the scope of many of the problems now can be visualized and the direction for productive research established.

CHARACTERISTICS OF TRAINABLE MENTALLY RETARDED

The trainable mentally retarded are persons of limited development whose ultimate intellectual attainment falls short of the ability to learn number skills and the reading and writing of language. Thus, reasoning and independent thinking powers are quite restricted, being at best similar to those of children in the primary grades. Together with inadequate traits of emotional and impulse control, these individuals show considerably less than normal degrees of social and emotional development and balance; hence, they are incapable of self-direction and maintenance in any open society of adults and will always require considerable protection and supervision.

The pupils will vary in size, physical coordination, personality, and ability to learn.

The following summary of the general potential of the trainable child, prepared by the Illinois Study,[1] has been reproduced by the National Association for Retarded Children as "representative of current thinking."

1. They are capable of eventually learning self care in dressing, undressing, eating, toileting, keeping clean, and in other necessary skills which will make them independent of their parents in the regular routine of living.

2. They are capable of learning to get along in the family and in the immediate neighborhood by learning to share, to respect property rights, and, in general, to cooperate with others.

3. They are capable of learning to assist in chores around the house or in doing a routine task for some remuneration in a sheltered environment under supervision.

4. Their mental development is approximately one-quarter to one-half that of an average child.

5. They are generally not capable of learning academic skills such as reading and arithmetic beyond the rote learning of some words or simple numbers.

6. Their speech and language abilities are distinctly limited.

7. They can eventually learn to protect themselves from common dangers.

8. They will require some care, supervision, and economic support throughout their lives.

---

[1] Illinois Office of the Superintendent of Public Instruction, A Curriculum Guide for Teachers of Trainable Mentally Handicapped Children. Springfield, Illinois, 1955.

AN OVERVIEW: PERSPECTIVE AND SUGGESTED LEARNING SEQUENCE

The purpose of the Curriculum Guide for Teachers of Trainable Mentally Retarded Children is two-fold: (1) to present an outline of suggestions, activities, and teaching aids useful in the instruction of the mentally handicapped child, and (2) to present some guidelines for effective program planning. Suggested learning sequences are included which will aid in promoting the ultimate goal for the learner: preparing for work, under supervision, at home or in a sheltered workshop.

The guide is planned to be developmental, sequential, and spiral in the treatment of subject matter, with each subject area to be taught, reinforced, and enriched throughout the program. Though the guide deals with one major area at a time, it is not to be inferred that the areas are isolated and independent of one another. It is difficult or impossible to eliminate collateral areas from the one under study.

Composition of classes will vary, depending on the pupils' previous educational experiences, their sex, and inter-personal group relationships. All factors which will be significant in planning for activities and subject areas are to be emphasized. Modification may be necessary to suit the needs of each group. For example, upper group children (C.A., 14-18 years) who have been in the program since the primary level should be adequately proficient in self-help and motor development areas. Obviously, less time will need to be spent in those areas, and more time can be spent in acquiring new learning and development in the areas of individual expression and practical skills. However, some children may come into the program at a later date and may require activities to develop concepts and skills taught in the primary or intermediate group. For these children, modifications will have to be made.

To assist the teacher in educational diagnosis and evaluation of each child, the areas of learning have been delineated into four levels. Levels will be denoted by the letter "L," and the number of the level will appear next to the letter in the following manner: L1, L2, L3, and L4.

The designated levels are described as follows:

L1 The learner needs to be taught the "how to" or mechanical skills of the subject. Manipulation, exploration, and teacher demonstration will assist him to direct his attention to the task.

L2 The teacher needs to demonstrate, to instruct and assist the learner. At this level, he can accomplish the task with such assistance.

L3 The teacher demonstrates and instructs; the learner follows through independently.

L4 The learner shows mastery (five or more consistent performances) of the skill, demonstrating self-direction and independent use, without instruction or assistance.

The eight basic subject areas of the curriculum have been selected and designed to afford experiences which will help develop necessary concepts and daily living skills. (See summary sheet of the suggested learning sequences at conclusion of this section.)

The major areas are considered in light of their priority as related to the needs of the student. The primary group will spend most of its time in the areas of motor development, perceptual training, self-help, and communication activities; less attention will be given to other areas at this level. The work of the intermediate group will progress according to its own particular needs. The child who has been in the primary program may need less attention in the area of self-help skills; and more time now may be given to the areas of cognitive skills, practical skills, and individual expression. The upper group will place greater emphasis on practical skills, individual expression, and communication, decreasing proportionately the emphasis on the other major areas according to the needs of the group.

METHODOLOGY

The most characteristic way in which learning proceeds is as follows: imitation-identification-conditioning-trial and error-observing-listening and participating-parental training-teacher training.[1] Current research suggests that more attention be given to the process of increasing memory span, to the development of listening skills, to the implantation of behavior patterns, to heightened stimulation, and to thermal and tactual stimulation.[2] Techniques used in work with the deaf and blind also are applicable in this area.

Consideration should be given to the use of social reenforcers, such as encouragement, approval, and praise, to strengthen positive learning patterns. Moreover, all of the aforementioned provide creative teachers with latitude in planning new approaches in the development of lesson plans.

To reiterate, current thinking indicates that all sense modalities should be stimulated. Methodology should be flexible to allow for utilization of procedures found effective in other areas.

PARENT-TEACHER COOPERATION

Investigators and authorities in the field of mental retardation are agreed that each child will progress in the program for the retarded to the degree that home and school join forces and work together for the best interest of the child. This is considered so vital an aspect of the program that special attention is given to parent-teacher relationships, and a special section is devoted to parent-school relationships to be used as a guide for teachers in working with parents.

[1] Kirk, S. A., and B. B. Weiner, Behavioral Research on Exceptional Children, (Washington, D.C.: Council for Exceptional Children, 1963), Chapter 3.

[2] *Ibid*.

SUGGESTED LEARNING SEQUENCE

Major Areas

MOTOR DEVELOPMENT

(Body Coordination, Manual Dexterity, Physical Fitness, and Physical Education)

PERCEPTUAL TRAINING

(Visual Perception, Auditory Formation, Kinesthetic Perception)

COGNITIVE SKILLS

(Self Awareness, Environmental Information, including Science-Social Studies, Numbers, Reading, Writing, and Sensory Perception)

SELF-HELP

(Personal Care, Eating Habits, Health, Safety, Dressing, Body Image, Travel)

COMMUNICATION

(Observing, Listening Skills, Speech and Language Activities)

SOCIAL-EMOTIONAL DEVELOPMENT

(Self Control, Personal Development, Group Participation, and Social Skills)

INDIVIDUAL EXPRESSION

(Music, Rhythms, Arts and Crafts, and Recreation)

PRACTICAL SKILLS

(Household Skills, Readiness for Vocational Experiences, Vocational Experiences, Job Actuality, Building and Ground Maintenance, Training Program, Custodial, and Cafeteria)

A STATEMENT OF PHILOSOPHY

The Child Development Center program subscribes to the philosophy stated in the Point of View expessed by the Los Angeles City Board of Education:

> The primary purpose of the Los Angeles City Schools is to help each learner to develop his potential capacity, that he may make the most of himself as an individual and make his best contribution to society.[1]

The philosophy of education, as expressed for all children in the Los Angeles City School Districts, recognizes the inherent worth and dignity of every person. This belief is translated into action by the establishment and support of the Child Development Center program.

In its broadest sense, the aim of education is preparation for daily living. Most children with severely limited mental ability can be trained to help themselves. Many can be trained to contribute services in their own homes, and some will be able to perform services in a sheltered working environment outside the home. A planned training program for this group of children is based on the achievement of the following objectives:

1. Aid and encourage physical development
2. Develop perceptual skills
3. Provide methods of communication
4. Develop necessary self-help skills
5. Develop social skills which promote greater family and community acceptance
6. Develop attitudes necessary for acceptance
7. Develop leisure-time skills
8. Develop practical skills

The objectives are geared to the functional level of each child and take into consideration physical, social, emotional, and intellectual needs, both in school and at home.

These children require intensive, sustained, and consistent help in order to attain maximal growth compatible with their abilities. Close cooperation between the home and school is a vital aspect of their training, and work with parents is considered so important that it is included as an integral part of the CDC program.

The Special Education Branch provides the CDC program for those children unable to profit from classes for the educable mentally retarded. This philosophy assures every child of as great a concern with his education and development as is extended toward another child who is more fortunate intellectually. Special Education helps to assure all children of their rights, as citizens, to the advantages of their heritage without qualification.

---

[1] Point of View (1961 Revision. Los Angeles City Schools: Publication No. 470), p. ii.

DEFINITIONS AND LEGAL PROVISIONS

The special training program for these handicapped children is provided in the California Education Code, Section 6903 (Amended).

> "The education of mentally retarded minors who do not come within the provisions of Section 6902, who are 8 or more, and less than 18 years of age, and who may be expected to benefit from special educational facilities designed to educate and train them to further their individual acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment, shall be provided for in the manner set forth in Sections 6901 to 6912, inclusive, and in Sections 8951 to 8956, inclusive. Any such minor who becomes 18 years of age while in attendance upon a special training school or class shall be permitted to continue to attend thereon for the remainder of the time such school or class is maintained during the then current school year.
>
> Notwithstanding other provisions of this section any such minor who is participating regularly in an approved occupational training program in the manner set forth in Sections 6931 and 6932 may be permitted by the governing board of the district or county superintendent of schools, as the case may be, maintaining such training program to continue thereon until his 21st birthday."

The California Administrative Code, Title V. Education provides for the following minimum eligibility requirements:

Sub-Chapter 1 - Article 21

197. Eligibility of Pupils. The eligibility of a minor for admission to any such school or class shall be determined by properly credentialed and qualified psychological and medical examiners. The following criteria shall serve as minimum eligibility requirements:

(a) General. A child must not come within the provisions of California Education Code, Section 6902.

(b) Physical Condition. A child must: (1) be able to hear spoken connected language; (2) be ambulatory to the extent that no undue risk to himself or hazard to others is involved in his daily work and play activities; (3) be trained in toilet habits so that he has control over his body functions to the extent that it is feasible to keep him in school.

(c) Mental, Emotional, and Social Development. A child must: (1) be able to communicate to the extent that he can make his wants known and to understand simple directions; (2) be developed socially to the extent that his behavior does not endanger himself and the physical well being of other members of the group; (3) be emotionally stable to the extent that group stimulation will not intensify his problems unduly, that he can react to learning situations, and that his presence is not inimical to the welfare of other children.

198. Admission. (1) The assignment of a child to a special school or class shall rest with the administrative head of the school district. (2) The assignment of a minor to or continuation in a special class shall be made upon the recommendation of an admissions committee. (3) The assignment of minors may be conditional, subject to a review by the admissions committee. In cases where doubt exists, a child should be given a trial placement.

199. Size of Class. The maximum enrollment for any class of severely retarded children shall be 12 pupils per teacher.

199.1 Instruction. Methods of instruction and training used in classes shall be designated to educate and train severely mentally retarded children to further their individual acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment.

199.2 Grade Placement. Pupils in such schools and classes shall be grouped on a basis of social competence rather than by grade level.

199.4 Case Studies. Individual case study records shall be kept of all pupils placed in such schools or classes.

Finances. School districts and the County Superintendent of Schools providing special training programs and transportation for severely mentally retarded minors may receive, in addition to regular state funds for the education of all public school pupils, an additional reimbursement for excess costs of training mentally retarded minors up to a maximum of $670 per unit of average daily attendance (California Education Code, Section 18202-3) and for transportation up to a maximum of $475 per unit of average daily attendance (California Education Code, Section 18060).

SELECTION AND PLACEMENT

Children whose intelligence quotients range from 36 to 51 (plus or minus probable error of 4) are considered to be within the trainable mentally retarded range and may be eligible for assignment to the Child Development Center classes.

To enter the CDC program, children must be at least 8 years of age on or before December 1, for first semester school entrance; or 8 years of age before May 1, for second semester school entrance. They must be able to move about freely, able to see, able to hear, able to understand and follow simple directions, and able to function within a group program.

Children must be exempted from regular school attendance on the basis of an individual psychological examination by the school psychologist.

Procedures for Pupil Placement

The elementary or secondary education divisions should be responsible for exemption of a pupil from attendance in a class of a regular school. Follow-up procedures are connected with the exemption until such time as the Special Education Branch has recommended placement of the pupil in one of its special facilities.

Referral Procedures

The school psychologist usually makes the initial decision in the screening procedure. If the child falls within the appropriate range of intellectual ability, and the psychologist feels that the child will benefit from special school placement, the referral is made.

Assignment of a minor to a special class is made upon the recommendation of an admissions committee composed of the school psychologist, school physician, the receiving principal, and any other persons interested in the assignment. Children are assigned to special classes on a conditional or trial basis, and progress is evaluated continually.

The admissions committee reviews the complete case study which includes: (1) developmental and family history, (2) medical evaluation, (3) psychological evaluation, (4) speech evaluation, and (5) educational evaluation by other persons having contact with the child.

It is highly desirable to have flexibility of placement between the Child Development Center program and the educable mentally retarded program.

Trial Basis of Admission

All admissions are made on a trial basis, and each child is given an opportunity to adjust and respond to the program. Should it be determined that the child has not profited or adjusted after a trial period, he may be removed from the class. In this event, a special conference is arranged with the parents to discuss the problems and to make recommendations for subsequent training. These recommendations may suggest further medical evaluation or another type of training program.

MAJOR AREAS OF THE PROGRAM

AREA 1

MOTOR DEVELOPMENT

PROVIDE EXPERIENCES TO DEVELOP THE FOLLOWING:

A. BODY COORDINATION

Crawling
Climbing stairs
Balancing
Kicking
Jumping
Pedaling

B. MANUAL DEXTERITY

Throwing
Bouncing
Catching
Pulling
Pushing

C. PHYSICAL FITNESS

Running
Demonstrating endurance
Touching toes
Doing push-ups
Chinning

D. PHYSICAL EDUCATION

Participating in skills
Doing stunts
Playing games

A. Body Coordination

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Do purposeful crawling, using:

- Large cartons
- Playground barrels

These exercises may be practiced either in a large classroom or out doors:

- Balancing head (head circling)
- Standing and walking with alternate arm and foot movement
- Creeping exercise, helpful in developing cross extensor reflex
- Walking astride line one inch wide
- Walking on single line "tight rope"
  - Using arms for balance
  - Repeat using arms for balance while walking toward mirror
- Normal walking, keeping one foot on each side of a one-inch line

Practice:

- Stand behind rope on floor: jump over, forward and backward
- Raise rope one inch off floor: jump forward and backward
- Raise rope higher: repeat
- Progress to hop (place weight on one foot; then alternate foot)
- Jump with one or with both feet on certain squares, according to color of squares

MATERIALS AND RESOURCES

GUIDES:

Los Angeles City Schools Instructional Guides:

Physical Education Teaching Guide, Grades K, 1 and 2, Pub. No. 472

Physical Education Teaching Guide, p. 35

SOUND MOTION PICTURES:

"They Grow Up So Fast," Fsd 371-72.1

Physical Education Teaching Guide, p. 36

Materials:

- Cartons
- Barrels
- Rope
- Mirror
- Colored chalk

A. Body Coordination (Cont.)

SUGGESTED ACTIVITIES

Play "Jump the Beanbag" (no modification)

Step on line of alternate colored squares to develop patterned walking

Step alternately on gait training steps, with hands on rail

Step alternately on gait training steps, with hands above head

Learn the following skills:

- To walk upstairs with alternate feet
- To use stall bars for climbing
- To practice on Jungle Gym for climbing

Practice kicking a ball:

- Place non-kicking foot close to ball
- Start with stationary ball
- Advance difficulty by rolling ball to kicker

Practice pedaling, using:

- Kiddie Kar
- Tricycle
- Bicycle

MATERIALS AND RESOURCES

Physical Education Teaching Guide, p. 85

Playground equipment

Materials:

- Bean bag
- Colored chalk or construction paper
- Movable stairs
- Ball
- Kiddie Kar
- Tricycle
- Bicycle

B. Manual Dexterity

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Practice throwing a ball:

- Sit on floor and roll ball back and forth with another child
- Grasp hexagon cotton ball with holes in it and exchange with teacher; use both hands
- Throw large ball
- Throw ball on floor in front of teacher, who returns ball
- Throw ball into basket (teacher supervises)
- Practice with another child
- Throw ball with rubber string; pull it back

Practice throwing activities as above, using:

- Bean bags
- Ball games
- Bowling

Practice catching the ball:

- Learn to catch below waist with fingers downward
- Learn to catch above waist with fingers upward

Play games bouncing large ball:

- Gradually decrease size of ball

Practice pulling and pushing, using:

- Push toys
- Wagons
- Carts
- Doll buggies

MATERIALS AND RESOURCES

GUIDES:

Physical Education Teaching Guide
Grades K, 1 and 2, Pub. No. 472

Materials:

- Ball and rubber string
- Bean bags
- Bowling ball and pins
- Push toys:
  - Wagons
  - Carts
  - Doll buggies

C. Physical Fitness

SUGGESTED ACTIVITIES

MATERIALS AND RESOURCES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Participate in the following:

Run to wall, fence, etc., and back (one child at a time)

Run to various places around yard such as tether pole, fence, drinking fountain, and back (touch each)

Race (two pupils at a time) to fence and back (start with adequate space between runners)

Practice:

Toe touching (start with one time and gradually increase to 10 times)

Push-ups

Chinning

Lie prone on a mat and swing arms and hands forward in rhythm

The following activities should proceed in sequential order:

In prone position, raise your head and put it down

In prone position, lift head and chest by your arms

In supine position, pull down a suspended object with left hand, and let it go up again

C. Physical Fitness (Cont.)

SUGGESTED ACTIVITIES

Lie in supine position:

When an object is placed near your shoulder, reach for it

Reach for and recover objects placed outside a fence: by hand, with a stick, and with a net

Sit with other children around a table: a spoon with plasticine stuck on it is to be picked up from the left, changed to the right hand, then put down on the table. Next child picks up the spoon and repeats procedure

Pick up a cup and proceed as above

Pass spoon with plasticine from child to child without putting it down on the table

Transfer a spoon with a lump of sugar on it

Transfer a cup with water

Take part in the following: each child is given a tray with beads, and a cup is passed from child to child. Each child put a bead into the cup after receiving it from his neighbor; then pass it on.

Take part in the following: each child is given a big plate with buttons, beads, blocks, and a cup. Upon hearing the beat of the drum, the child is to put a button from

MATERIALS AND RESOURCES

Ping pong ball

Beads

Blocks

Spoon

Lumps of sugar

Tray

Cup

Plasticine

Net

Stick

Table

Mats

Drum

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
the plate into the cup. Vary by having him do it with his eyes closed Put one-inch blocks from the tray on the table into a coffee can on the floor. (The noise which the blocks make while falling into the can is essential for hearing stimulus) Push a soft ball across a round table (the ball must be pushed back by the receiving child before it falls off the table) Blow a table tennis ball back and forth Blow a piece of cotton back and forth With two other children, stand in line in front of the teacher, who bounces a ball and pushes (almost lifts) it into the children's arms alternatingly and has each child throw the ball back on the floor Sit on the floor and throw the ball back and forth with the other children Throw the ball into a basket Vary the activities, with a small ball or a balloon tied to the hand Push the ball or the balloon across an obstacle so that it disappears and can be brought back into sight	Materials: Dishpan Water Metal clips Three-dimensional items Plastic fish Popeye fishing set Plate Buttons Ball Balloon

C. Physical Fitness (Cont.)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Repeat while the item is not tied to the finger (Hold the string)	
Fish items out of the dishpan with metal clips	
Use three-dimensional items (before one-dimensional ones); learn hand rotation, forward and backward	

D. Physical Education
(Skills-Stunts-Games)

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Learn to form a circle with the other children	GUIDES:
Circle Sock Ball	Physical Education Teaching Guide, Grades K, 1 and 2, p. 91
Twice Around Relay (Modification: Begin by having pupils without element of relay; use activity as a developing skill)	Physical Education Teaching Guide, p. 93
"Four Corner Tag"	Physical Education Teaching Guide, p. 109
"Squirrels in Tree" (Modification: Use suggested teaching as described under game description in the guide)	
GAMES:	
Person designated "it" may wear some bright color identification, such as an arm band or cap. When first developing game, teacher acts as leader or "it"	
"What Did You See?"	Physical Education Teaching Guide, p. 70
"Hot Potato" (Modification: Let one child return ball, Change job frequently, rather than rotating children to return ball)	Physical Education Teaching Guide, p. 71
"Bounce Ball"	Physical Education Teaching Guide, p. 72
"Circle Spot" (Modification: Children should have a spot to place their feet. Leader can be allowed to clap or say "stop" but need not run to a spot)	Physical Education Teaching Guide, p. 79

D. Physical Education (Cont.)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
"Tunnel Ball" (Modification: Have the center player take certain number of turns: for example, five rolls, instead of changing, if ball is stopped)	Physical Education Teaching Guide, p. 83
ROLLING ON MATS:	
Arms and legs outstretched	
Rocking on back in knee chest position	
Forward somersault or roll	
STUNTS:	
From cross-leg, sit and stand	
Roll back and come to stand	
Knee jump stand	
Leading a standing jump	
Stand with feet parallel with both hands on side of ladder (overhead ladder raised to height above shoulder level). Pull own weight off floor with a jump forward and then backward	
Stand behind line drawn on floor, jump over line with feet together and jump backwards	
WHERE IS THE BUTTON?:	Physical Education Teaching Guide
Children sit in a circle (teacher with them)	
Children hold onto a string: a button or a ring is on the string	
Teacher sings the song first	

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES

Teacher then shows how the game is played

Teacher demonstrates with a child

Teacher has individual children attempt the movement only

Teacher demonstrates again with body and arm movements and sings

All join in

Children are instructed to hide the button while it is being pushed around

The attendant or the teacher will stand in the circle and indicate that he wishes to find the button while it is being moved by the children

A child will take the place in the circle if he is caught moving the button

BLUEBIRD, BLUEBIRD THROUGH MY WINDOW:

Children sit in a circle allowing enough room for a person to pass between each pair of children

The teacher starts, singing:

> "Bluebird, bluebird, through my
> window (repeat) Oh, children,
> aren't you tired?
> Take a little girl and pat her on
> the shoulder, (repeat twice)
> Oh, Johnny, aren't you tired?"

Teacher demonstrates how to walk in and out a row of chairs

D. Physical Education (Cont.)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Teacher shows how to pat a child on the shoulder and how that child is now "it"	
Teacher shows how to take the place in the circle while the former "it" sits down on his chair	
More children can be added to the game	
Children may hold up their arms to represent windows	
GO ROUND AND ROUND THE VILLAGE: (seated circle game)	

AREA 1

MOTOR DEVELOPMENT

TO TEACHERS FOR PARENT FOLLOW-UP

1. Discuss with parents the benefit of providing opportunities and adequate space for child to practice skills, stunts, and games at home. Encourage sibling interaction.

2. Invite parents to observe the physical education program at school, on an individual basis or at Open House, May Day, or other programs.

3. Suggest simple activities with which the child can be assisted at home.

4. Present marginal games such as jacks and ball, dominoes and checkers, which may be taught at home.

5. Be sure to help parents understand that the child needs a long period of time to develop skills in games.

6. Impress upon parents that large muscle activities are taught first, and much time is spent in this area until the child demonstrates his readiness for smaller muscle activity.

7. Parents may also assist with improving body mechanics: tiptoeing, sliding, and skipping are skills that will help the child.

8. Parents should be given lists of games that can be developed at home to allow the child socializing experiences in the neighborhood, such as hopscotch and jump rope.

EVALUATION SHEET

AREA 1

MOTOR DEVELOPMENT

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
A. Body Coordination								
Can crawl on floor								
Can climb stairs								
Can balance himself on one foot								
On both feet								
Can kick a ball								
Can jump over a rope								
Can pedal a tricycle or bicycle								
B. Manual Dexterity								
Can throw a ball								
Can bounce a ball								
Can catch a ball or bean bag								
Can pull objects, toys, wagons								
Can push toys, furniture								
Can string beads								
Can cut with scissors								
Can use crayon or pencil								
C. Physical Fitness								
Can run								
Has endurance in skills, stunts								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

EVALUATION SHEET (Cont.)

AREA 1

MOTOR DEVELOPMENT

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
C. Physical Fitness (Cont.)								
Can touch toes	☐	☐	☐	☐	☐	☐	☐	☐
Can do push-ups	☐	☐	☐	☐	☐	☐	☐	☐
Can chin himself	☐	☐	☐	☐	☐	☐	☐	☐
D. Physical Education								
Has confidence to attempt skills	☐	☐	☐	☐	☐	☐	☐	☐
Can perform stunts	☐	☐	☐	☐	☐	☐	☐	☐
Participates in group games								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

MAJOR AREAS OF THE PROGRAM

AREA 2

PERCEPTUAL TRAINING

PROVIDE EXPERIENCES TO DEVELOP THE FOLLOWING:

A. EYE-MOTOR COORDINATION

Performing:
- Gross motor activities
- Fine motor activities
- Paper and crayon tasks
- Pencil tasks

B. KINESTHETIC DEVELOPMENT

Practicing dressing and manipulation of articles of clothing:
- With a doll
- In group activities
- Alone

C. REMEDIAL ACTIVITIES

Correcting functional defects related to:
- Eye movement
- Eye-motor coordination
- Form perception
- Figure ground
- Constancy
- Spatial relationships
- Visual memory
- Auditory perception
- Kinesthetic perception

D. PSYCHO-EDUCATIONAL EVALUATION OF CHILDREN WITH CNS IMPAIRMENTS

A. Eye-Motor Coordination

The guide presents many activities of a sensory perceptual nature. This is a relatively new area, and the teacher is referred to the bibliography for additional resource.

Due to the fact that many trainable retarded children will present perceptual difficulties, a few sample sequences are included to suggest ways for assisting the learner in the area of difficulty.

SEQUENCES

I. Gross Motor Activities (Eye must follow):

Is able to crawl through large boxes

Is able to walk or crawl between barriers outlining pathways

Is able to move a car along a pathway without touching sides

II. Fine Motor Activities (Hand must follow):

Able to trace a narrow path in sand or clay

Able to make a direct line with fingers from one object to another

Able to direct line with stick or wire

III. Paper and Crayon Tasks

Able to color wide pathway with large crayon

Able to mark within outline of wide roadway

Able to mark within outline of narrower roadway

Able to follow curved pathway

Able to follow angled pathway

IV. Pencil Tasks

Able to color wide pathway with pencil

Able to mark within outline of wide roadway

Able to mark within outline of narrower roadway

Able to follow curved pathway

Able to follow angled pathway

A. Eye-Motor Coordination (Cont.)

Sample Activity for Eye-Motor Coordination

Goals: Being able to make a straight line on paper, left to right
Being ready to learn to form one's name

ACTIVITIES	RESOURCES
As the child or group watches or helps, make a shallow road or pathway on the floor with blocks or other material forming the top and bottom boundaries. The path should be wide enough for a child to crawl through.	Provide prior or simultaneous experiences for the child to use his total body in crawling through the hollow playground cylinders, large square cardboard boxes, etc.
Using the child's hand, or even a toy car, aid him to experience moving his car down the road. Do not allow him to move without also following along with his eyes, as a good driver does.	Place a contrasting brightly colored cloth or paper on the part of the floor which is designated as the road, to further attract the child's fullest attention. Select a site that predisposes the child to go from left to right. Introduce "gasoline stations" or "stop lights" to help the child slow down sufficiently to execute the movements.
As the child grasps the concept of a pathway, one might modify the barriers by changing their height, width, or texture. The degree of assistance the teacher needs to provide also may be lessened gradually.	Provide miscellaneous school supplies, such as different widths of dowling, rope, paper products.
Next steps might be the use of a large sand tray on the floor or a table top and perhaps even the digging of a road first and then the traversing of it. The use of clay in place of sand might be indicated here if the transition away from gross body movements in a heavily bordered path is extremely difficult. Insistence upon and assistance in "looking, and not rushing" must continue!	Suspend wire or reeding between two supports with a movable object on each wire so that the child can push it on the road from left to right.
An independent activity using wire or reed also may be introduced (see resources.)	

ACTIVITIES	RESOURCES
Still later, the chalk board may be used again, with a toy car if necessary, or an eraser, the side of a piece of chalk, the point of the chalk. Progressive size reductions in width and length may be introduced at this point if the gross movement is grasped and followed appropriately with eyes.	Provide flannel board, felt, chalk and board, wall size, and/or seat size.
Subsequent activities may include crayon and paper, recapitulating if necessary, (a) the use of boundaries, (b) filled in and then outlined road, (c) thick, then thin crayons, later pencils, (d) the use of draw-in and verbally identified and dramatized speed reduction devices along the road and watching the road and following one's finger, and (f) curved, angled, narrowed lines.	Provide glue, yarn, and "no-roll" types of crayons.

B. Kinesthetic Development

I. Model on Doll

Puts things on:

- hat on head
- scarf on head or shoulder

Puts things in:

- handkerchief in pocket
- foot in shoe
- foot in stocking
- feet in pants legs
- arms in sleeves (shirt, blouse, sweater)

Fastens:

- zipper
- button
- snaps
- buckles on belts
- ties bow in shoe lace or string belt

II. Repeat above steps with another child or adult

III. Repeat above steps on himself

C. Remedial Activities

PERCEPTUAL TRAINING

TYPE OF DEFECT	SUGGESTED ACTIVITIES FOR REMEDIAL TREATMENT	MATERIALS AND RESOURCES
1. Eye movements a. Inability to fuse b. Inability to use peripheral vision	1. Use moving targets for picture reading (flashlight) Play "Do This, Do That Play "Put Your Finger in the Air" Play "Simon Says"	Flashlight Activity records
2. Eye-motor coordination a. Inability of hand to follow eye movements b. Inability of legs to follow eye movements	2. Make peg board patterns Use finger paints, manipulative toys String beads, string thumb tack pictures Draw simple forms Cut simple forms Trace mazes, lace and weave Provide marching experiences Jump rope	Tracing forms (teacher-made) Shoe (actual wooden) Looms, peg boards and pegs Beads-string Thumb tack picture outlines Weaving Jump rope
3. Form perception Inability to recognize basic shapes and forms	3. Practice with form Play games matching forms for size and shape	Form boards Walking boards Trampoline

C. Remedial Activities (Cont.)

TYPE OF DEFECT	SUGGESTED ACTIVITIES FOR REMEDIAL TREATMENT	MATERIALS AND RESOURCES
	Practice exercises on the: Walking board Balance board Trampoline (See Physical Education Section Area 1) Make use of swimming experiences, ball playing, hopscotch, four square, and rhythmic activities Play "Stepping Stones" Particiapte in kinesthetic experiences	Mats Activity records Large balls Color charts and color cues Mirror, pencil and paper, and crayons Tactile materials
4. Figure Ground Inability to attend to one thing at a time	4. Use three-dimensional charts, picture add-ons Make peg board patterns Outline hidden figures found in a pictorial maze Use picture books that open from the vertical end rather than the horizontal Play games involving juxtaposition of marbles or blocks; select one specified color of	Teacher-made charts Flannel board and accessory material Teacher-made or commercial outlines Marbles Pegs and peg boards Picture file Children's records

C. Remedial Activities (Cont.)

TYPE OF DEFECT	SUGGESTED ACTIVITIES FOR REMEDIAL TREATMENT	MATERIALS AND RESOURCES
	marble from a tray of various colors	
	Duplicate peg board patterns	
5. Constancy Inability to recognize similarities despite changes in details	5. Present pictures depicting likeness and differences in shapes, sizes, and colors	Beads Marbles Circles, squares, triangles, etc.
	Present concrete materials for sorting activities	
	Outline shapes with crayons	Patterns, teacher-made or commercial
	Play games such as" "Which is Bigger?" "Which is Smaller?"	Grouping of everyday items, such as apples, bells, leaves, patterns
	Utilize patterns for bead stringing and block building	
	Use like objects in different colors for appropriate activities	
	If possible, verbalize differences, and likenesses	

C. Remedial Activities (Cont.)

TYPE OF DEFECT	SUGGESTED ACTIVITIES FOR REMEDIAL TREATMENT	MATERIALS AND RESOURCES
6. Spatial Relationships a. Inability to perceive the relationship of an object to oneself, and to its context b. Inability to perceive objects as being behind, before, above, and below	6. Play position-in-space games, such as "Angel in the Snow" Line up for direction in bowling Clap hands over Indian pins Run around track Run relays: Over and under relay Perform axial movements (movements around a fixed center of gravity) Swinging trunk from side to side Swinging arms or legs forward, backward, or in a circle Pushing and pulling, as in sawing a log Turning and twisting the body, similarly to a top spinning	School yard or corrective physical education room

C. Remedial Activities (Cont.)

	TYPE OF DEFECT		SUGGESTED ACTIVITIES FOR REMEDIAL TREATMENT	MATERIALS AND RESOURCES
7.	Visual Memory Inability to form memory associations	7.	Play games involving seeing objects: allow for periods of time to study objects; cover objects and recall as many objects from memory as possible Play similar games for variations Tell stories, and retell them	Small objects or toys Large kerchief Descriptive children's books
8.	Auditory perception Inability to discriminate meaningful sounds from background sounds	8.	Use doorbells as distinguished from sound bells Practice hearing songs and recalling them by singing Listen and name sounds in immediate environment	Activity records Sound records
9.	Kinesthetic perception Inability to utilize sense of touch	9.	Use "feel bag" to guess what is in a bag Use flocked pictures to feel the object Touch objects while blindfolded	"Feel bag" Flocked pictures

C. Remedial Activities (Cont.)

TYPE OF DEFECT	SUGGESTED ACTIVITIES FOR REMEDIAL TREATMENT	MATERIALS AND RESOURCES
	Play "Pin the Tail on the Donkey"	"Pin the Tail on the Donkey," commercial or teacher-made
	Participate in activities for discrimination of hot and cold, etc.	Materials of different temperatures

D. PSYCHO-EDUCATIONAL EVALUATION OF CHILDREN WITH CNS IMPAIRMENTS

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Some time ago several behavior syndromes associated with "organicity," "brain damage," "encephalopathy," "central nervous system impairment" were compared.* Particular attention was paid to such educationally significant categories as exogenous mental deficiency, juvenile cerebral palsy, epilepsy, and a number of other neuropathological symptomatologies. Attention was directed toward a combination of these syptoms present in a single symptom-complex designated as neurophrenia.**

The special significance of this last syndrome derives from the overlap of symptoms which are substantially pathognomonic to other syndromes, e.g., the intellectual retardation of mental deficiency, the neuro-muscular signs of cerbral palsy, the behavior mannerisms (including autism, hyperactivity, bizarre conduct, emotional distrubances) common to childhood schizophrenia. In neurophrenia these manifestations are generally present in broader extensity but lesser intensity than in the other categories, and are accompanied by additional signs which are fairly specific for neurophrenia, (e.g., the contrast between structured and unstructured behavior).

This syndrome was described in respect to eighteen behavior items. Not all of these were to be expected in all neurophrenics in equal extent or degree. But enough were to be present in order to establish the idiosyncratic gestalt. This pattern, once clearly experienced in even relatively few instances, is quite readily recognized in its totality even though the validation of its details is quite tricky as well as onerous.

First one notes the driven style of behavior with its compulsive but purposeful inquisitiveness. This is accompanied by odd postures and awkward movements suggestive of poor coordination.

Conversation may be parsimonious (autistic withdrawal) or copious (autistically related). Psychometric exploration may be balked by these contradictions and the self-centered conversational or testing relevance (the relatively good spontaneous or unstructured versus poor "demand" or structured tasks). An impression of functional mental retardation is gained in spite of apparent alertness and resourcefulness - the "frozen assets" impression. The psychometric validity is suspect.

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* Edgar A. Doll, Behavior Syndromes of CNS Impairment. Collected reprint. Devereux Schools, Devon, Pa. 1953, p. 7. Reprinted in :James F. Magary and John R. Eichhorn, Eds. The Exceptional Child. (New York, N.Y.: Holt, Rinehart and Winston, Inc., 1960), Ch. 17, pp. 127-135.

** Edgar A. Doll, "Neurophrenia," Am. Jour. Psychiatry, Vol. 108, No. 1, (July, 1951), 50-53.

Laterality, rhythm, and speech are commonly affected. Visual and auditory perception are disturbed or impaired; attention and memory are distractible and fleeting.

Dynamic control is flighty, anxious, irrelevant, contradictory. Autism is a common symptom but variously displayed. What simulates schizophrenic withdrawal does not satisfy the criterion of loss of reality-testing. Apathy and energy alternate. Conduct is "phasic" or intermittently variable. Abstraction, quantification, and concept formation are restricted. Learning is chiefly concrete or crystallized. Perserveration is conspicuous with rote pursuits.

Under such stresses the integrity of behavior is not consistently established. It is unpredictable, variable, or bizarre, with wide swings and contradictions. Range of performance reveals unstable points of behavior reference. In particular, social competence is reduced because the behavior details are poorly integrated for concerted decision and judgment, responsibility; the control of behavior is undependable.

In verifying these behavior items by direct psycho-educational examination the psychologist resorts to a wide variety of procedures and techniques. But a chief concern will be the observation of behavior during these performances which will cue their meaning. Here no mere psychometric technician can satisfy the needs of total evaluation for sophisticated psychological interpretations. This function translation of examination data, including school achievement and behavior, for application by the classroom teacher poses numerous difficulties.

First, the teacher must be sophisticated in the resourceful management and instruction of these unusual children. And she must be able to comprehend the psychologist's interpretation of the data for learning and behavior control. The psychologist will not be able to explain these neurophrenic subtleties in words of one syllable nor in fourth grade concepts. Indeed he may not know either the child or the teacher's resources well enough to release or to vitalize effective instruction. The teacher will need to contribute to the interpretation by adding her ideas of classroom skills to the psychologist's stock of learning theory.

A further difficulty is encountered in the limited present knowledge of teaching techniques for sound correlation of theory and practice. Current dogma needs thoughtful review, adaptation, and extension.

It is easy to say that the systematic educational implementation of the functionally translated data should follow the meaning of the data. But what are these meanings? Even if the psychologist can clarify them, can the teacher capitalize them? This is an area for mutual collaboration for a progressive solution in which there will be discouragement as well as successes.

A further difficulty results from the uncertainties attending the prognoses for further development and learning. Optimistic promise may be limited in temporal continuance or rates of improvement. Here the reciprocation between growth and attainment continues since good learning will facilitate development and vice versa.

This leaves the reader disappointed who expected routine or systematic answers of the "how to" or "what to" or "when to" variety and even their corresponding "not to's". These solutions are yet to be found or devised. Herein lie hope and challenge. At present the psychological data only point the directions for classroom management. Desired classroom practices call for teaching pioneering. Herein lie such hopes for progress as are witnessed when inventive engineering employs theoretical physics for practical outcomes. So may we proceed in this area of special education.

AREA 2

PERCEPTUAL TRAINING

SUGGESTIONS TO TEACHERS FOR PARENT FOLLOW-UP:

The value of general activities for training in perceptual ability cannot be overestimated. Whereas the normal child may have wide powers of observation, in the mentally retarded child the special senses may be underdeveloped, the motor control poor, the self concept nil, and the general personality organization non-integrated. Therefore, such a child needs an educational program designed to train and stimulate all the senses and to develop the power to organize what he sees, hears, tastes, smells, and touches into meaningful categories.

Children may encounter difficulty in task mastery as a result of one or more specific learning problems. These problems can best be described, from an educational point of view, as developmental lags or gaps. Research, both clinical and experimental, confirms the hypothesis that teaching which is based on developmental principles can profoundly affect a child's ability to overcome or cope with the learning problems which are impeding his progress.

The teacher needs to help parents understand the precise nature of the learning process and the learning problems involved. Parents, further, need to understand the relationship of the activities to total school and life tasks, and also the need for everyday home experiences which are pertinent.

Parent responsibility also may need to take the form of obtaining advice from doctors and other professional experts for problems relating to:

Eye (fusion--laterality)
Emotional development (hyperactivity--medical attention)
Language development (reception--expression--integration)
Family living problems (sex education--discipline and tension)

The parent needs to implement the recommended home program conscientiously. Inasmuch as a child's work often is play, parents need to seek or create suitable leisure-time activities for their child, including opportunities for socialization both within and outside of the family circle.[1] Most important, parents need to find, within themselves, love which they can convey to their child through language and deed. Often the teacher can lead the way in this process by helping both child and family.

[1] Erik Erikson, Childhood and Society (New York: W.W. Norton, 1963.)

EVALUATION SHEET

AREA 2

PERCEPTUAL TRAINING

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
A. Visual Perception								
Eye movements								
Eye-motor coordination								
Ability to perceive forms								
Ability to distinguish figure from ground								
Ability to recognize similarity despite small differences								
Ability to understand spatial relationships								
B. Auditory Perception								
Ability to differentiate environmental sounds								
Ability to select specific sounds								
Ability to understand single words								
Ability to understand simple commands								
Ability to understand double commands								
C. Kinesthetic Perception								
Ability to use fine or gross muscle movement								
Ability to learn from the experience of handling materials								

Check appropriate box

L1 - Good
L2 - Fair
L3 - Poor
L4 - Undetermined

MAJOR AREAS OF THE PROGRAM

AREA 3

COGNITIVE SKILLS

PROVIDE EXPERIENCES TO DEVELOP CONCEPTS THROUGH THE FOLLOWING:

A. SELF-AWARENESS

Positive view of self
Identification with others
Enjoyment of doing for self
Growth in independence

B. ENVIRONMENTAL INFORMATION (SCIENCE--SOCIAL STUDIES)

Home--Family
School--School Personnel
Community Helpers
Holidays
Pets--Animals
Plants--Sun
Earth--Topography
Simple Machines

C. NUMBERS

Size--Form--Shape
Quantity--Weight--Measure
Speed--Distance
Time
Number Concepts
Number Identification
Rote Counting
Addition
Money Identification
Money Usage

D. READING - WRITING

Recognition of pictures
Recognition of own name, names of others
Recognition of safety signs
Labeling of pictures
Printing of words
Recognition of alphabet
Recognition of protective vocabulary

AREA 3

COGNITIVE SKILLS (Cont.)

PROVIDE EXPERIENCES TO DEVELOP CONCEPTS THROUGH THE FOLLOWING:

E. SENSORY--PERCEPTUAL

Olfactory
Kinesthetic
Auditory
Taste
Thermal (hot--cold)
Pressure

A. Self-Awareness

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Read funny stories

Make a paper bag mask to show a happy expression

Discuss things to do when one feels sad

Talk about how everyone feels when the class plans and works together

Discuss how one feels when he does his best

Engage in role-play: tell the family about school happenings

Discuss feelings when hurt and how to handle hurt feelings

Discuss feeling proud of showing self-control

Look for pictures showing sportsmanship in magazines or newspapers; use them for discussion

List acceptable ways of handling angry feelings

Name persons who may help solve problems

Tell a story that appeals strongly to an emotion

Paint a picture about the story

Plan opportunities for boys and girls to work together in groups

Develop standards for group behavior

Relate group behavior to standards

Discuss and list the characteristics and responsibilities of leaders

MATERIALS AND RESOURCES

BOOKS:

Rey. Curious George Rides a Bike

SOUND MOTION PICTURES:

"We Play and Share Together," Fsd 790-3

FILMSTRIPS:

"Growing Up," EC-1.6

"Making Friends," EC-3

TRANSCRIPTIONS:

"Jumping and Resting"	No. 477
"Hello Song"	No. 326
"The Three Bears"	No. 748
"Animal Rhythms"	No. 714

A. Self-Awareness (Cont.)

SUGGESTED ACTIVITIES

Act as a leader of a group at work or at play

Read stories of Abraham Lincoln, George Washington, George Washington Carver, and President Kennedy

Discuss and list acceptable activities which may be done alone

Play a game in which the leader describes a situation that might happen when home alone

Talk about and dramatize the correct ways to sit, stand, and walk

Play "puppet," and "pull" self straight, as though with a string at the crown of the head

Make a book about "myself"

Look at own shadow and shadows of others to see who is "standing tall"

Discuss how one looks, feels, and handles himself when his posture is correct

Discuss the way one sits, stands, and walks affects the functioning of the body

Demonstrate correct standing, sitting, and walking postures

Practice body balance with blocks

Collect magazine pictures illustrating correct posture

Practice walking up and down steps correctly

Discuss pictures of various types of posture

MATERIALS AND RESOURCES

GUIDES:

Los Angeles City Schools Instructional Guides

Current A-V catalog

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Practice sitting down and getting up from a chair, correct walking, and correct posture when walking up and down steps	
Provide many short-term practice periods to develop positive view of self	
Play "Touching game." Have a pupil call a child's name and point to him	
Identification with others:	
Participate in sharing experiences and materials	
Build houses out of blocks	
Use a toy family in each house	
Dramatize visiting, playing together, and sharing blocks and toys	
Discuss the differences between "funny things" and "silly things"	

B. Environmental Information (Science-Social Studies)

(Pets-Animals)

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Look at pictures of animals

Read stories about animals

Learn about care of pets

- Feeding
- Cleaning of cages and acquarium
- Handling of pets
- Observing safety rules

Draw pictures of pets

Make clay animals

Display cocoons and observe caterpillars develop

Collect pictures of farm animals

Visit the zoo

Visit a dairy farm

Make animal puppets

Sing songs about animals

Use finger play games

MATERIALS AND RESOURCES

Los Angeles City Schools Instructional Guides:

Science, Source Book of Materials for Elementary Schools, Instructional Bulletin No. EC-27

FIELD TRIPS:

Pettigrew Center

Griffith Park Zoo

Spanish American Institute Farm

MUSIC:

My Turtles, (Animal Songs)

Animal sound recordings (Catalog of Sound Effects No. C-40)

BOOKS:

Adelson, L. All Ready for Summer

Adelson, M.D. Please Pass the Grass

Craig and Hyde. New Ideas in Science

Flock. Tim Tadpole

B. Environmental Information (Science-Social Studies) (Cont.)

(Plants)

SUGGESTED ACTIVITIES

Walk around school grounds

Discuss plants on school grounds

Place onion bulbs in a bowl of water; observe the growth of the plant from the bulb; record number of days until bulb sprouts

Grow bean seeds in a milk carton

Show slides of seeds germinating

Draw pictures of plants

Tell stories of plants

Observe vegetables for different shapes, colors, leaves

Place one plant in a dark box and cut a hole in box for air and water. Place another plant in the sunlight. Observe both plants grow

Place two plants side by side for several days and water only one. Observe results

Soak lima beans in water overnight. Place lima beans between blotting paper on sides of container: fill center of glass with cotton; and water to keep blotting paper moist. Cover jar. Observe what happens to seeds

Provide experiences, such as:

- Weeding in the garden
- Making leaf prints
- Making plant displays
- Drawing pictures of plants

MATERIALS AND RESOURCES

GUIDES:

Los Angeles City Schools Instructional Guides

Current Catalog of Audio-Visual Materials, Primary Grades, EC-167

BOOKS:

Udrey, J. A Tree Is Nice

SOUND MOTION PICTURES:

"Ways to Find Out," Fsd 500-8

"Coco's Garden Lesson," Fsd 595.7-17

"Wonders in Your Own Backyard," Fsd 595.7-11

B. Environmental Information (Science-Social Studies) (Cont.)

(Earth-Topography-Weather-Space)

SUGGESTED ACTIVITIES

EARTH:

Display pictures of:

- Hills
- Valleys
- Slopes
- Mountains
- Water ways
- Ocean

Discuss trips to different areas and emphasize the topography

Read stories

Make and discuss friezes of land formations (See Art Section Area 7)

WIND:

Observe flag on windy day

Make a simple wind vane; place it outside the classroom

Discuss and learn weather vocabulary

- sunny
- cloudy
- bright
- windy
- rainy
- fair
- warm
- cool
- cold

Experiment with a balloon, blowing it up and observing its size before and after it is filled with air

Take a walk on a windy day

Discuss the walk

Record clear days, windy days

MATERIALS AND RESOURCES

BOOKS:

Krauss, Ruth. Big World and Little House

Schupp, Charles. Let's Find Out About Air

Schupp, Charles. Let's Find Out About Water

B. Environmental Information (Science-Social Studies) (Cont.)

(Earth-Topography-Weather-Space)

SUGGESTED ACTIVITIES — MATERIALS AND RESOURCES

WATER:

Use a large pan or basin of water; test objects for floating

Discuss the how and why of rain

Observe pictures of different kinds of water areas, such as:

oceans
harbors
creeks
rivers
lakes

SUN:

Tell stories of how the sun warms the earth

Paint pictures of the sun, shadows, and moon

Have a puppet show using shadows

Feel ground in shady, wet, and sunny spots; discuss how they feel

Place one thermometer in the sun, one in the shade: note and discuss differences observed

Place a shallow pan of water in the sunlight and another in the shade: compare the water temperatures

Demonstrate and observe heat generated by means of:

Rubbing two objects together
Sliding down poles
Running
Clapping hands
Rubbing sandpaper

B. Environmental Information (Science-Social Studies) (Cont.)

(Earth-Topography-Weather-Space)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
SPACE:	
Tell stories of space travel	
Have a puppet show about space men	
Construct space ships	
Illustrate space stories	

B. Environmental Information (Science--Social Studies) (Cont.)

(Simple machines--wheels)

SUGGESTED ACTIVITIES

Learn about machines used at school and home

Display and explore:

- Egg beater
- Nut cracker
- Cookie cutter
- Draw curtain (pulley)
- Pencil sharpener
- Hammer and saw
- Pulley
- Ramps and stairs
- Flag-raising (pulley)

Make pictures of machines

Display sample machines

Pantomime movements of machines

Imitate sounds of machines

Display and explore wheels of:

- Wagons
- Roller skates
- Pulleys
- Bicycles
- Tricycles

Make simple pinwheels

Domonstrate principle of wind

Discuss how wheels are used for transportation

MATERIALS AND RESOURCES

BOOKS:

Craig, Gerald S. Science Near You (series)

Petersham, Maud. Transportation

Thurber, Walter A. Exploring Science (series)

MATERIALS:

Teacher-made charts:

- Different kinds of wheels
- Show machines which have 1, 2, 3, or 4 wheels

B. Environmental Information (Science--Social Studies)(Cont.)

(Home--School--Community)

SUGGESTED ACTIVITIES

Bring snapshots of yourself and family members to school; mount family pictures of each child on bulletin board

Draw pictures of members of the family; discuss the relationships, and label

Pantomime activities of the family members

Use classroom furnishings for dramatic play pertaining to the home and family membership

Use telephone unit

Look in mirror and draw a picture of yourself; or outline your body on wrapping paper and fill in on the outline:

- Color of eyes and hair
- Height
- Weight
- Clothing

Discuss "Our Family"

- How the family has fun together camping, going on a picnic, hiking, boating, living in a trailer
- How the family has fun with friends, and family-party games like pinning tail on the donkey, charades, costuming, birthday parties

MATERIALS AND RESOURCES

BOOKS:

Steiner, Charlotte. Daddy Comes Home

FILMSTRIP:

"At Home in the Evening" P-21, Set 1

PICTURES:

"Family Relationships," P-5, Set 1(16 laminated pictures)

"What We Do Day by Day," P-29, Set 1

SOUND MOTION PICTURES:

"Dining Together," Fsd 395-6

"Family Teamwork," Fsd 173.7-1

"Our Family Works Together," Fsd 173.7-7

"What Fathers Do," Fsd 331-5

BOOKS:

Petersham, Maud. Story of Homes

Urell, G. Big City Homes pp. 16-22; 23-27

B. Environmental Information (Science-Social Studies) (Cont.)

(Home-School-Community)

SUGGESTED ACTIVITIES

OUR HOUSE:

Bring in pictures of your homes; mount pictures on the bulletin board

Talk about "The house I live in":

- Is it big, middle sized, or little?
- What is your house number?
- Name of your street?
- Your telephone number?

Discuss pictures of homes

Draw a picture of one's own home

Construct a house out of wood, packing crate, or cardboard boxes

Draw pictures of different kinds of houses and of different rooms in the house

Discuss charts, books, and pictures of appliances, and their uses

Construct furniture from large crates and boxes, making burlap curtains, arranging home-made furniture

OUR NEIGHBORHOOD:

Take a walk around the school neighborhood

Discuss the following on the walk and sketch:

- Kinds of buildings
  - stores
  - houses
  - churches
  - apartments

- Busses

- Animals

MATERIALS AND RESOURCES

MUSIC:

"This is the Way We Handle Wood"
(Tune of "Mulberry Bush")

TRANSCRIPTIONS:

"Friends, New and Old," No. 475

BOOKS:

Kerr, J. and Chauncey Mattman. Baker Bill

FILMSTRIPS:

"Getting Ready for School," P-22

SOUND MOTION PICTURES:

"Patty Garman, Little Helper," Fsd 630-8

"Helpers Who Come to Our House," Fsd 323.35-8

"The Food Store," Fsd 641.3-1

"Fireman!" Fsd 353-10

B. Environmental Information (Science-Social Studies) (Cont.)

(Home-School-Community)

SUGGESTED ACTIVITIES

Tell stories about community helpers and their jobs, such as:

- Policeman
- Doctor
- Dentist
- Mailman
- Painter
- Fireman
- Nurse
- Teacher
- Storekeeper

Dramatize worker's duties, such as: painting houses, buildings

MARKET:

Visit a market

Price goods

Plan a menu and costs

Learn pictures on labels

Cut out labels and match pictures

Make "Market Dictionary"

Set up a market in the classroom. Practice:

- Making, wrapping, and carrying packages
- Using toy cash register
- Having "opening day at the market"

OUR HOME:

Participate in activities related to the home, such as:

Make a picture book of "My Home" including:

a. Drawing pictures of father, mother, grandparents, siblings, and self

MATERIALS AND RESOURCES

MATERIALS:

Community Helper Cards, published by T.S. Denison and Co., Minneapolis

BOOKS:

Leaf, Munro. Good Manners

Urell, G. Big City Homes

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
b. Cutting out pictures of what father does; mother's, sister's, and siblings' duties; paste in scrapbook and discuss	
c. Matching words with pictures: mother, father, sister, brother	
Act out by pantomime the roles of each member of the family	
Develop good personal habits at home and at school: discuss the following activities and make a frieze depicting some of them. Practice: Making a bed Dressing oneself and hanging up one's clothing Cooking Good table manners What to talk about at the table Cleaning up Going to bed on time	
Engage in independent activities, such as: Making scrapbooks Listening to records Coloring pictures Sewing for one's doll Using educational toys, puzzles, pegboards; tracing geometrical forms Looking at pictures through: viewers, kaleidoscope, Truview	

B. Environmental Information (Science-Social Studies) (Cont.)

(Home-School- Community)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
DAIRY FARM:	FILM STRIP:
Discuss the importance of milk for health, teeth	"Our Trip to the Dairy Farm"
Discuss cows: look at pictures and slides	
Make a frieze of workers observed at the dairy farm	
Make butter in the classroom	
LIBRARY:	RESOURCES:
Visit the school library	Instructional Materials Center, Library Section (discarded book jackets)
Visit the community library	
Take care of library corner in class	
Learn how to care for books; turn pages	
Appoint classroom librarian	
Make a library chart using small colored book covers	
Cover books	
NEWSPAPER:	
Make a daily newspaper	Newspapers
Bind paper into a booklet	Printing set
Learn how we get our news	"Weekly Reader"
Use printing set	
Play "newsboy"	
Learn names of local newspapers	

B. Environmental Information (Science-Social Studies) (Cont.)

(Home-School-Community)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
TELEPHONE:	RESOURCES:
Learn to use the telephone	Telephone Company
Learn telephone numbers, such as: home; school; and fire, city health, and police departments	Toy telephones of telephone unit
Practice acceptable telephone manners	
Learn own phone number	
Dramatize two-way communication:	
(See Area 5 - Communications)	
RADIO AND TV:	
Listen to the radio	
Learn program times	
Learn how to use TV and radio sets	
Visit TV and radio studios	
Make classroom TV out of big box and cellophane screen	
Create and act out TV or radio shows	
POST OFFICE:	
Deliver cards to each other	
Visit a post office	
Mail cards	
Make mock post office: dramatize work of postal clerks and mailmen	
Wrap and tie packages, weigh on small scales, stamp, address with rubber stamp or writing; mail packages	

B. Environmental Information (Science-Social Studies) (Cont.)

(Home-School-Community)

SUGGESTED ACTIVITIES

TRANSPORTATION:

Develop short units on trains, boats, autos, and aircraft by:

- Looking at pictures
- Drawing murals
- Making train, ship, plane, and auto books
- Tape record stories to go with the train, ship, books

(See Area 5 - Travel)

Learn about diesel trains and the names and roles of some train helpers such as:

- Engineer
- Firemen
- Porter
- Red Cap
- Conductor
- Switchman
- Chief

Dramatize the roles of some of the train workers

Assemble model trains, planes, and boats

Construct wooden trains

Make a railroad scene on a round table

Visit a train station

Take a train ride at Griffith Park

MATERIALS AND RESOURCES

FILMSTRIPS:

- "Working on the Railroad"
- "Going Places Safely by Rail"
- "Airport"

MUSIC:

- "Working on the Railroad"

B. Environmental Information (Science-Social Studies) (Cont.)

(Home-School-Community)

SUGGESTED ACTIVITIES

HOLIDAYS:

Halloween

Discuss ways of celebrating Halloween

Make Halloween masks

- Pie-plates
- Paper bags
- Construction paper
- Paper mache

Have a Halloween party

Prepare refreshments

Learn Halloween songs to be sung at the party

Thanksgiving

Read stories about Thanksgiving

Make pictures of turkeys, pumpkins, pilgrims

Christmas

Make Christmas gifts

(See Arts and Crafts, Area 7)

New Year

Read stories

Discuss time concepts

Make paper plate clocks

MATERIALS AND RESOURCES

BOOKS:

Dagleish, Alice. The First Thanksgiving Story

Seignobosc, Francoise, Thank You Book

GUIDES:

Los Angeles City Schools Instructional Guides

Current Catalog of Audio-Visual Materials, primary grades, EC-167

BOOKS:

Aulaire, Ingid. Abraham Lincoln
Washington

Brown, M. Golden Egg Book

De Witt, Johanna. The Little Reindeer

Jackson. The Animals' Merry Christmas

SOUND MOTION PICTURES:

"Silent Night: Story of the Christmas Carol," Fsd 394-4

B. Environmental Information (Science-Social Studies) (Cont.)

(Home-School-Community)

SUGGESTED ACTIVITIES

Lincoln's and Washington's Birthdays

Read stories about Lincoln and Washington

Construct model log cabins

Draw pictures of the "cherry tree"

Valentine's Day

Make a Valentine box

Make Valentines

Have a Valentine party

Prepare party decorations

Prepare refreshments

Serve refreshments

Easter

Draw and color a bunny and eggs

Make a bunny basket

Make a bunny puzzle; put the puzzle together

Dye Easter eggs

Have an egg hunt

Have an Easter party

Prepare the refreshments

Serve the refreshments at the table

Discuss the holiday

MATERIALS AND RESOURCES

MUSIC:

Music Hour Book I

"Yankee Doodle"

"Hail Columbia"

"A Song for February"

PICTURES:

"A Man Named Washington" by Gertrude Norman

GUIDES:

Los Angeles City Schools Instructional Guides:

Speech in the Elementary School, Pub. No. 479

Catalog of Audio-Visual Materials, Primary grades, EC-167

SOUND SLIDES:

"The Shoemaker and the Elves" No. 709

"The White Easter Rabbit" No. 711

B. Environmental Information (Science-Social Studies) (Cont.)

(Home-School-Community)

SUGGESTED ACTIVITIES

Mother's Day

Have a party for the mothers

Prepare and serve the refreshments

Make gifts for mothers

(See Arts and Crafts, Area 7)

Learn a choric verse

Flag Day

Wave small flags while singing "The First Flag"

Learn "Flag Salute" in verse choir

Make an American Flag out of canvas, paper, or cloth; learn oblong shape; paint it

Learn to count the number of stars in the flag; number of stripes

Learn names of colors of the flag

Tape story of Betsy Ross

Learn poems for verse choir

Learn patriotic songs

MATERIALS AND RESOURCES

MUSIC:

"The First Flag," by Bertha Bush

"The Parade"

"America"

"America the Beautiful"

"God Bless America"

POEMS:

"The Flag Goes By," H. H. Bennett

"Your Flag and My Flag," Nesbit

C. Numbers

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

COUNTING:

Bounce ball to numbers clapped

Recite counting rhymes

Sing number songs

Count:

- Familiar objects
- Children in the room
- Fingers on your hand
- Windows in the room
- Beads on an abacus
- Children present or children absent

Use discs for counting

Identify number sets: "Show me 5"

Make a calendar of the month

Match days of the week

Play hopscotch

MONEY (NAMES OF COINS)

Play games identifying coins

USING MONEY:

Participate in cafeteria experiences

Purchase milk or juice

Learn to use proper coins

Learn substitutions:

- Five pennies for a nickel
- Two nickels for a dime

Learn to count change received

MATERIALS AND RESOURCES

TRANSCRIPTION:

"Ten Little Indians"

"Who Has My Penny?"

MATERIALS:

Abacus

Ball

Colored Discs

Colored beads

Chart with library envelope containing 3x5 cards with name of each child

Teacher made number chart (1-10)

Counting sticks

Foot rulers

Teacher made chart of coins

Flash cards with printed names of the days of the week

BOOKS:

Johnson, Margaret. Smallest Puppy

Schneider, Herman and Nina. How Big is Big?"

Ward, Lynd. Biggest Bear

FILMSTRIPS:

"How to Tell Time," Set 1 and 2

C. Numbers (Cont.)

SUGGESTED ACTIVITIES

WRITING NUMERALS:

Trace one numeral at a time

Trace and say the numeral

Learn to write numerals, from 1 to 10

Number articles in the classroom

Copy numerals from a worksheet

Fill in missing numerals

TIME SEQUENCE:

Discuss what we do before and after recess

Discuss what we do before and after lunch

Distinguish through stories:

night	and day
morning	and afternoon
yesterday	and today
today	and tomorrow

CALENDAR:

Learn names of the months

Learn number of days in each month (recognize and count)

Discover how many months in the year, in the school year, in vacation

AGE:

Discuss and recognize birthdays on the calendar

Recognize and compare names and ages

MATERIALS AND RESOURCES

SOUND MOTION PICTURES:

"Let's Measure: Pints, Quarts, and Gallons," Fsd 389-4

"Numbers for Beginners," Fsd 511-9

MATERIALS:

Teacher-made calendar

C. Numbers (Cont.)

SUGGESTED ACTIVITIES

TELLING TIME:

Demonstrate how the large and small hands go around the clock face

Count the numerals on the clock

Discuss the number of hours in a day; in a half day

During the class day, relate the time to the activity

Use small cardboard clocks with moveable hands

Demonstrate time on a large clock

Show the same time on small cardboard clocks

SEQUENTIAL ACTIVITIES FOR NUMBER CONCEPTS:

Discuss and relate to time:

- Picture of a bus
- Picture of coats
- Removing coats in class
- Picture of the flag
- Saluting the flag

Discuss:

- early - late
- now - later
- first - last
- fast - slow

Develop the following vocabulary as it occurs in living experiences:

Size:

- big - little
- tall - short
- long - short
- thick - thin
- narrow - wide
- taller - shorter
- tall - taller - tallest
- large - small

MATERIALS AND RESOURCES

MATERIALS:

Demonstration clock

Sequential chart of activities at home and in school

Flags

C. Numbers (Cont.)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
bigger - smaller big - bigger - biggest large - larger - largest	
Position: up - down in - out on - off high - low left - right front - back beginning - end before - after near - far beneath - above under - over next close - closer highest - lowest middle above - below (Relate to physical education experiences)	**GUIDES:** Physical Education Guide
Form: round - square square circle triangle straight curved - straight	**MATERIALS:** Form Boards Boxes Cups Spoons
Quantity: boxful empty - full cupful teaspoonful - tablespoonful spoonful - glassful everybody - nobody somebody all - some - none little - lot - less than	**MATERIALS:** Scales

C. Numbers (Cont.)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES

many - few - more than
enough - not enough
whole - half - quarter
pair
part
dozen
how many
filled
group

Weight:

heavy - light
pound - ounce

Temperature, weather:

hot - cold
warm - cool
wet - dry

Speed:

fast - slow
faster - slower
fast - faster - fastest
quickly - slowly
slow - slower - slowest
late - early
late - later - latest

D. Reading - Writing

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

ENJOYING BOOKS:

Look at the book

Study pictures as they occur in sequence

Look at the pictures for a few minutes

Ask, "What story do they tell?"

1. Follow a story sequence

   Indicate first picture and discuss each in progression

2. Listen to story retold by teacher or pupil for: plot, characters, action

3. Read or tell story in the manner of a play

   (a) Emphasizing words that describe sounds
   (b) Changing voice with each character

4. Retell story by picture interpretation, adding details and characterizations

5. Dramatize story

   (a) Use stage setting
   (b) Move about actively
   (c) Be creative in character interpretation, narration, and stage setting

6. Evaluate with entire class

MATERIALS AND RESOURCES

BOOKS:

The Three Bears

The Three Billy Goats Gruff

The Three Little Pigs

Little Red Riding Hood

FILMSTRIPS:

Picture Stories for Reading Readiness

We Go To School (38 fr., color)

LIBRARY VISITS:

MUSIC:

The Kindergarten Book

The First Grade Book

RECORDS:

"Goldilocks and the Three Bears"
One record, 78 rpm, Frank Luther

"Three Billy Goats Gruff,"
Frank Luther

SCHOOL JOURNEYS:

Trip to the Chilren's Zoo

SOUND MOTION PICTURES:

"Goldilocks and the Three Bears"
(Coronet 1953, Sound, color, 11 min.)

D. Reading - Writing (Cont.)

SUGGESTED ACTIVITIES

- (a) Bring books from home and share them with class
- (b) Browse in library at regularly scheduled time
- (c) Look at variety of books in classroom

GUIDED READING:

- (a) Recognize title of story
- (b) Recognize page number and title
- (c) Participate in picture reading and discussion
- (d) Use words and sentence cards of protective vocabulary

SUPPLEMENTARY ACTIVITIES FOR GUIDED READING:

Develop visual imagery through interpretation of a picture

Draw pictures to interpret a word or words

Practice auditory perception of words that sound alike and pictures that illustrate the sounds

Develop visual discrimination of word similarities and differences

Evaluate material used through teacher questions

CHORAL SPEAKING:

Join spontaneously with the group in poetry that is familiar through previous reading

MATERIALS AND RESOURCES

TEACHER'S MANUAL:

Pre-primers

Work cards

Phrase and sentence cards

Pocket chart

D. Reading - Writing (Cont.)

SUGGESTED ACTIVITIES

PARTICIPATE IN READING-WRITING ACTIVITIES, SUCH AS:

Trace circles and other forms

Trace names

Write names

Label Pictures

Print words to invitations

Recognize and print alphabet in purposeful situations

Learn to recognize protective vocabulary:

stop - go
wait - walk
danger - poison
boys - girls
exit - enter
don't walk
wet paint
ladies - men

Make reading books illustrating protective vocabulary

Learn protective vocabulary with flash cards, flannel boards, signs, and own books

Engage in activities designed to stimulate visual images

Tell stories, discuss what should be included in a picture

Illustrate a word which has been presented on a sheet of paper

Find the picture on picture cards in the holder which begins with a particular sound

VISUAL DISCRIMINATION:

Find words that are alike and place them side by side in the card holder

MATERIALS AND RESOURCES

MATERIALS:

Teacher-made tracing boards

Commercial and teacher made flash cards

GUIDES:

Instructional Guide for Speech

D. Reading - Writing (Cont.)

SUGGESTED ACTIVITIES

MATCHING WORDS:

Duplicate a follow-up activity

- List familiar words
- Find other words that look alike, cut out, and paste in the space provided

MATERIALS AND RESOURCES

MATERIALS:

- Duplicated exercises
- Scissors
- Paste
- Picture cards
- Card holder
- Pencils
- Crayons
- Folded 9" x 11" newsprint

E. Sensory - Perceptual

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Experience changes in odors in school garden, cafeteria, and classroom.

Recognize and name by odor:

- Fruits
- Perfumes
- Food
- Glue
- Flowers
- Spices
- Paste
- Soaps

Play Grab Bag: identify enclosed items by touch and by smell

Touch familiar objects with eyes closed, such as spoon, book, crayon, and other classroom materials

Learn to recognize differences between:

hard - soft
rough - smooth
large - small
warm - cold
wet - dry

Identify textures, such as silk, wool, velvet, and sandpaper

Play games to recognize voices of classmates

Play games to differentiate rhythmic patterns:

fast - slow
loud - soft

Play games to provide experiences in the sense of taste

MATERIALS AND RESOURCES

GUIDES:

Education of the Mentally Handicapped Child, Pub. No. EC-194

Catalog of Audio-Visual Materials, EC-167

MATERIALS:

Classroom objects

Paper sacks

E. Sensory - Perceptual (Cont.)

SUGGESTED ACTIVITIES

Differentiate between:

salt - bitter
sweet - sour
burned - putrid

Recognize tastes of various foods, at nutrition time and at lunch

Participate in experiences to develop understanding of pressure:

Pressing hands in clay
Pounding wood
Squeezing a rubber ball
Stretching a rubber band

Play games, giving silent lip messages

Try to guess the name of the object in view as it is described

Play "Bright Eyes": study three or four objects on a table for a short time; then, when they are covered, try to recall them

MATERIALS AND RESOURCES

BOOKS:

Emilie Poulson. Finger Plays for Nursery and Kindergarten

Louise B. Scott and J. J. Thompson. Talking Time

AREA 3

COGNITIVE SKILLS

SUGGESTIONS TO TEACHERS FOR PARENT FOLLOW-UP:

Invite parents to visit the classroom.

During conference time, some of the following activities may be suggested to parents, recommending that they have the child:

Assume responsibilities for chores at home

Obey social amenities

Listen for noises and sounds at home and on TV

Listen blindfolded to someone making a noise with a mixer, sweeper, etc. and, after recognizing the sound, imitate it

Listen to the loudness or softness of the TV, record player, radio

Leave the room, have someone call and ask him to "Come in," and then guess who called him

Play games such as "Simon Says"

Help set the table

Play modified Bingo games with the family

Plant, weed, water and care for a plot in the backyard, to correlate with the science unit being studied at school

Count shoes, articles of clothing, etc.

Select and pay for purchases at the market

Remind the parents that all of these suggestions can be implemented at home by parents, siblings, and friends during conversation, play time, and while listening to music. Encourage the whole family to participate with the child, thereby making him a contributing member of the family. Suggest that they give the child many experiences with hearing stories and in following story sequence through large pictures in easily read books.

EVALUATION SHEET

AREA 3

COGNITIVE SKILLS

A. Self Awareness

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Has a positive view of himself								
Can identify with others								
Enjoys doing for himself								
Depends on own efforts								
Shows growth in independence								
Is beginning to develop initiative								

B. Environmental Information

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Can participate in show and tell								
Can tell a news event to the class								
Can find places on the map								
Has some ideas of land and water forms--country, state, island, river, ocean, etc.								
Participates in units of Home-Family								
Participates in working the soil, planting, weeding, watering, and so on								
Shows interest in simple science experiments, plant growth, animal life, weather conditions, change of seasons, study of the sky, and simple machinery								
Knows school personnel								
Can relate holiday stories to the holiday								

Check appropriate box

L1 - How to

L2 - Demonstrate, instruct, assist

L3 - Instruct, independent follow up

L4 - Self initiation, self direction

EVALUATION SHEET (Cont.)

AREA 3

COGNITIVE SKILLS

C. Numbers

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Is able to count in sequence								
Has number concepts of small numbers								
Can recognize and read numbers								
Is able to recognize and identify forms: square, circle, triangle, etc.								
Has some understanding of common measure								
Can recognize coins when handling money								
Knows value of coins when handling money								
Can tell time								

D. Reading - Writing
(For Mature Children)

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Can recognize basic colors								
Can classify objects								
Can memorize rhymes, songs, and other selections								
Can recognize likenesses and differences								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

EVALUATION SHEET (Cont.)

AREA 3

COGNITIVE SKILLS

D. Reading - Writing (Cont.)

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Can understand meanings of words								
Can read from functional materials								
Can print own name								
Can copy own name and address								
Can copy from board								
Can write own name								
Can write own address								
Can write independent sentences								
Can spell protective words: Stop-Go, Boys-Girls, Danger, etc.								
Knows the letters of the alphabet								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 4

SELF-HELP SKILLS

PROVIDE EXPERIENCES TO DEVELOP THE FOLLOWING:

A. PERSONAL CARE

Toileting habits

Washing and grooming habits: hair, teeth, nose, nails

B. EATING HABITS

Using utensils
Eating independently
Eating at the table
Cleaning up
Planning meals

C. HEALTH

Care of body
Protection against colds
Rest
Nutrition

D. SAFETY

Personal protective reading (for avoidance of danger)

Knowledge of fire drill procedures

Awareness of hazards, sharp objects

Avoidance of dangerous situations at home and at school

E. DRESSING

Removing clothing

Putting on clothing

Putting on shoes

Lacing shoes

Distinguishing between front and back of clothes

AREA 4

SELF-HELP SKILLS (Cont.)

PROVIDE EXPERIENCES TO DEVELOP THE FOLLOWING:

F. BODY IMAGE

Right - left
Up - down
Over - across

G. TRAVEL

Moving about in building
Behaving properly in bus
Moving from bus to class
Going on school errands
Going on field trips

A. Personal Care

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Practice talking about needs without resorting to infantile expressions

Practice daily care of self in the bathroom

Practice recognizing signs (Girls, Boys)

Tour the building and locate bathrooms

Make scrapbooks, cutting out and pasting pictures of washing practices and other personal care activities

Tell flannel board stories

Dramatize without water, the motions of washing hands

Practice washing hands at the sink; rinse until free of soap

Wash face and hands with washcloth or paper towel

Practice cleaning out the washbowl after use, after demonstration of the process

Practice using mirror, vanity-kit, nail-polish, brush and comb, nail file, after demonstration of their use

MATERIALS AND RESOURCES

BOOKS:

Birchard Music Series p. 16, "A Bath"

FILMSTRIPS:

Keeping Neat and Clean, Set 1, EH-14

MATERIALS:

Teacher-made or commercial flashcards

Small bars of soap, paper towels, small stool, mirror hung low over the wash basin, large wastepaper basket

Teacher-made maps

Commercial catalogs

Magazines

Flannel board (on requisiton)

Teacher-made accessory materials

Teacher and pupil-made scrapbooks which show good personal care habits

Classroom sinks

Hair brushes, combs, nail files, washcloth and towel, disposable tissues

Teacher-constructed charts of teeth

Toothbrush

Glass

A. Personal Care (Cont.)

SUGGESTED ACTIVITIES

Practice shampooing and setting hair, after demonstration

Practice correct method of brushing teeth, after demonstration

Make toothpowder

Practice cleaning up after brushing teeth

MATERIALS AND RESOURCES

RESOURCE PEOPLE:

School physician

School nurse

SOUND MOTION PICTURES:

"Posture Habits," Fsd 613 7-1

"Care of Hair and Nails," Fsd 613

TRANSCRIPTIONS:

"Health Can Be Fun" No. 269

GUIDES:

Los Angeles City Schools Instructional Guides:

Health in the Elementary Schools, EC-201

Catalog of Audio-Visual Materials, Primary Grades EC-167

B. Eating Habits

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Discuss sensory qualities of food; such as:

- shape
- color
- smell
- taste

Tell stories relating to food and eating

Learn principles of good table manners

Discuss and practice good table manners

Dramatize how a person can be inconspicuous in his eating habits and how he uses a soft voice at the table

Observe and practice:

- Waiting until everyone is served before eating
- Keeping mouth closed while chewing
- Carrying food to the mouth in single mouthfuls, one food at a time

Learn proper names of table utensils

Demonstrate proper use of table utensils

Practice eating with fork, spoon, and knife

Practice:

- Pouring juice or milk
- Passing crackers or muffins
- Helping self to more food
- Clearing table
- Washing table

MATERIALS AND RESOURCES

FIELD TRIPS:

- Food markets
- School cafeteria

FILMSTRIPS:

Skimpy and a Good Breakfast
EH-16

B. Eating Habits (Cont.)

SUGGESTED ACTIVITIES

Dramatize setting the table:

- Laying utensils straight
- Placing spoons and forks in special order or sequence, the spoon or fork to be used first farthest from the plate
- Turning tines of the fork up and sharp edges of the knives toward the plate
- Placing utensils one inch from the edge of the table
- Setting water glass at the tip of the knife
- Placing the napkin on the plate or at the left of the plate

Dramatize using the napkin: it should be used inconspicuously

Dramatize seating mother or sister at the table

Dramatize how to conform in the following social situations:

- Drinking beverages
- leaving the table
- refilling water glasses
- passing sugar and cream
- handling crumbs and spilled food
- behaving properly in a restaurant
- eating slowly

Role play:

- Observing proper eating habits
- Using table manners
- Serving
- Cleaning up

Demonstrate and practice washing hands before eating (See Self-Help A)

Discuss clean-up standards

Practice disposing of garbage

MATERIALS AND RESOURCES

MUSIC:

Birchard Music Series, "Mother's Knives and Forks," p. 10

SOUND MOTION PICTURES:

"Good Health Practices," Fsd 613-4, Part 1

"Your Table Manners," Fsd 395-II

"Dining Together," Fsd 395-6

TRANSCRIPTIONS:

"Health Can Be Fun" No. 269

"Playtime Party," Record Guild 208

B. Eating Habits (Cont.)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Assign disposal of garbage as a rotating chore	
Discuss meal planning:	
Plan and have a good breakfast at school	
Plan and have an adequate lunch at school	
Plan simple supper menus	
(See section on Practical Skills)	

C. Health

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Discuss necessity for proper use of handkerchief or tissue

Discuss proper disposal of tissues

Keep tissues in an accessible place

Demonstrate correct way of blowing the nose

Practice using tissues

Discuss importance of getting enough rest and sleep

Learn lullabies

Dramatize putting dolls to sleep

MATERIALS AND RESOURCES

GUIDES:

Los Angeles City Schools Instructional Guides:

Health in the Elementary Schools, Instructional Guide, EC-201

Catalog of Audio-Visual Materials, Primary Grades, EC 167

FILMSTRIPS:

"Getting Ready for School" P-22

"Getting Ready for Bed" P-20

MUSIC:

Music for Early Childhood, "Rest Song," p. 27

MATERIALS:

Disposable tissues

TRANSCRIPTIONS:

"Time to Relax"

"Soft as Cotton"

"Fluff the Kitten"

"Peruvian Lullaby" No. 327

Order from book obtainable through Corrective Physical Education Office

D. Safety

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Discuss dangers in handling hazardous items at home and at school

Discuss and demonstrate proper use of sharp instruments

Practice under supervision using hazardous objects, such as:

- Carrying scissors and other sharp objects
- Handling hot utensils, hot water, and hot pans

Discuss and demonstrate orderly movement in corridors

Set standards for orderly movement in corridors

Practice orderly movement in corridors

Discuss reasons for fire drills

Role-play and dramatize fire drills

Practice standards of fire drill conduct

Learn safety vocabulary

Dramatize danger situations and how to cope with them

MATERIALS AND RESOURCES

BOOKS:

Leaf, Munro. Safety Can Be Fun

GUIDES:

Los Angeles City Schools Instructional Guides:

- Handbook of Safety Rules and Regulations
- Organizing a Functional Environment, No. 433

FILMSTRIPS:

"School Courtesy" P-8, Set 1

"School Helpers" P-8, Set 2

"Safe Use of Swings" P-7. 1

"Junior Safety Series," Set 1

MATERIALS:

Printed signs: Stop, Go, Danger Exit

Traffic signal, on requisition

SOUND MOTION PICTURES:

"Let's Stop and Go Safely," Fsd 614.8-36

"Fire! Patty Learns What To Do," Fsd 614.84-7

"Mrs. Hazard's House," Fsd 614.8-64

TRANSCRIPTION:

"Songs of Safety" No. 29

D. Safety (Cont.)

SUGGESTED ACTIVITIES | MATERIALS AND RESOURCES

Learn colors and their significance in safety:

Red--Green--Yellow

Act out situations, using printed signs

Practice using street safety standards

Learn proper regard for height of:

- Tables
- Doors (when to stoop or straighten)

Learn care in opening cupboard door

Demonstrate, discuss, and practice:

- Using playground equipment safely
- Picking up toys, mops, pails, and other possible hazards
- Placing oily rags in closed metal containers
- Picking up and safely dispersing of broken glass, rusty nails, and other dangerous trash
- Drying hands before touching electrical equipment
- Making certain that ladders or stools are firmly placed

E. Dressing

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

SUGGESTED ACTIVITIES

Practice undressing skills with outer clothing:

- Take off coat
- Unfasten belt
- Unbutton or unzip coat with, or without, assistance
- Hold coat off the floor to prevent soiling

Set standards for hanging clothing

- Get hanger from the rack, or find coat hook in closet
- Push hanger shoulder into coat shoulder; place other coat shoulder onto hanger
- Clear a space on the rack
- Put coat in free space on rack
- Take off hat and put it in designated place
- Place lunch pail on shelf provided

Practice dressing skills with outer clothing

MATERIALS AND RESOURCES

FILMSTRIPS:

- "Ready for School" P-22
- "Getting Ready for Bed" P-20, Set 1
- "The Home" P-4, Set 1

MUSIC:

Birchard Music Series

- "Song for New Shoes," p. 18
- "Weather Song," p. 64
- Album II 203
- "Blow Wind," p. 64
- Album II 201
- "What Kind of a Day?" p. 63

Music for Early Childhood

- "Little Wind," p. 7
- Album MJV 141

Music in Our Town

- "Galoshes," p. 39

TRANSCRIPTIONS:

- "The Shoemaker and the Elves," No. 709
- "Health Can Be Fun" No. 269

BOOKS:

- Ryan, Milder. Dress Smartly

E. Dressing (Cont.)

SUGGESTED ACTIVITIES

- Get outer garments
- Put on outer garments
- Fasten buttons or zippers

Demonstrate and practice dressing dolls; use of buttoning board, zipper boards, snaps, sample shoes and shoelaces; fastening belts; and fastening suspenders

Use flannel board for dressing and matching games

Trace a life-sized drawing of self, cut and paste clothes on the drawing, and color the clothes

Learn to assist others in dressing:

- Holding coat for someone
- Hanging clothes

Display and discuss apparel commonly worn for weather changes:

"I wear a blue suit," when it is ______________

"I wear a raincoat," when it

____

Play games identifying one's own clothing

Play games identifying boys' and girls' clothes

Practice reporting when an article of outer clothing is lost

Demonstrate and practice shining shoes

Make a shoeshine kit

MATERIALS AND RESOURCES

MATERIALS:

- Teacher-made clothing charts
- Paper cut-out dolls and clothes
- Baby clothes

F. Body Image

(Built through sensory stimuli going to the brain and reinforced by meaningful motor activity)

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Play statue

Identify parts of body by songs; e.g., "Put Your Finger on Your Nose"

Look in mirror and identify colors of clothing

Play and dance "Hokey Pokey"

Practice skills in relation to body in space:

Up - down
In - out
Right - left

Play games, such as:

"Simon Says"

"Put Your Hands on Your Shoulders"

Play games involving tactile self-stimuli

"Put Your Finger in the Air"

(See Area 5 - Communication, "Identifying Self")

MATERIALS AND RESOURCES

GUIDES:

Los Angeles City Schools Instructional Guides:

Health in the Elementary Schools, Instructional Guide, EC-201

Catalog of Audio-Visual Materials, Primary Grades, EC 167

Los Angeles County Parks and Recreation

MATERIALS:

Full-length mirror

Puzzles of people (5 to 12 pieces)

Teacher-made faces and parts of the body cut out of construction paper and put in envelope for use on flannel or as puzzle.

Puppets

Teacher-made charts for matching

TRANSCRIPTIONS:

Childhood Rhythms, Series Two, No. 85

(Combination rhythms - Up and Down, etc.)

G. Travel

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Go on orientation tours of the school (inside and outside)

Discuss travel behavior as a pedestrian, inside and outside of school grounds

Discuss travel behavior on the bus

Dramatize taking a trip around the school grounds

Plan and go on an actual field trip, incorporating proper standards of behavior

Role-play:

- The bus driver
- Passengers
- Traffic officer

Practice getting on and off a bus

Practice courtesy as a passenger

Dramatize going on errands

Practice going on short errants, two children at a time

Tell stories relating to travel

Practice using electric street signals in dramatization

Practice utilizing standards of behavior and self-direction to and from the sheltered workshop

MATERIALS AND RESOURCES

FILMSTRIPS:

2-14	Buses, Set 1 K-2
P-1	The Passenger Train, Set 1
P-30	Trucks, Set 2 - Trucks That Serve the City
Sa-1	Junior Safety Series, Street Safety, Set 1
P-23	Tommy Takes a Train Trip, Set 1

SOUND MOTION PICTURES:

"Let's Stop and Go Safely," Fsd 614.8-36
"Safety to School," Fsd 614.8-69
"Streets and the Community," Fsd 323.35-6
"An Airplane Trip," Fsd 387.7-17

TRANSCRIPTIONS:

"Songs of Safety" No. 29
"Little Engine that Could" No. 710

AREA 4

SELF HELP

SUGGESTIONS TO THE TEACHERS FOR PARENT FOLLOW-UP

The goals of Area 4 are based upon the mastery of self-help skills which include discipline, eating, dressing, elimination, and sleeping habits. Appropriate reading materials may be found in the many pamphlets available through the National Association for Retarded Children, 386 Park Ave., New York 16, New York.

Some suggested activities for parents to follow at home are:

Keeping an achievement list of the child's home response in the Self-Help area

Reading to the Child (large illustrated stories.) Use flannel board and records to illustrate concepts relating to self-help

Maintaining good sleeping standards: proper bedtime, respect for others' rest, keeping a sleep chart of bedtime standards

Practicing health habits:

(a) bathing
(b) brushing teeth; keep daily brushing chart
(c) proper use of handkerchief

Encouraging good eating habits:

(a) having child eat with family members at mealtime
(b) practicing using a cup independently
(c) having child pour liquids
(d) having child assist with packing of his lunch pail
(e) encouraging child to eat his own food without disturbing others
(f) having child eat all of his meal

Developing good dressing habits:

(a) having low poles so that child can handle own clothes
(b) providing bureau drawers at convenient level so that child can store his garments unassisted
(c) tagging all garments
(d) helping child recognize his own clothing
(e) helping child recognize clothing appropriate for weather changes

EVALUATION SHEET

AREA 4

SELF-HELP

A. Personal Care

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Goes to the toilet unassisted								
Knows how and when to wash hands								
Uses handkerchief or tissue when necessary								
Has good eating habits								
Can use utensils properly								
Knows when and how to clean up								
(Upper) Can assist with meal planning								

B. Health

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Understands bathing and cleanliness								
Knows to select and wear proper clothes for weather changes								
Cooperates at rest time								
Has good nutrition habits								

C. Safety

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Is careful with sharp objects								
Avoids dangerous situations at school								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

EVALUATION SHEET (Cont.)

AREA 4

SELF-HELP

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
D. Dressing								
Can remove outer clothing								
Can put on outer clothing								
Can put on shoes								
Can lace shoes								
Can distinguish between front and back of clothing								
E. Body Image								
Can recognize left and right in relation to self								
Can recognize up and down in relation to self								
F. Travel								
Can travel in school building on errands								
Obeys rules on bus								
Can travel from bus to class								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 5

COMMUNICATION

PROVIDE EXPERIENCES TO DEVELOP THE FOLLOWING:

A OBSERVATIONAL SKILLS

Recognizing self-image
Recognizing belongings
Recognizing parts of the body
Discriminating between common objects (color--size)
Distinguishing people,(family, playmates, and teachers) from strangers

B. AUDITORY SKILLS

Recognizing:

- name, when spoken
- household sounds
- animal sounds
- familiar tunes

Identifying sounds
Listening for meaning
Developing auditory memory
Integrating what is heard

C. SPEECH AND LANGUAGE ACTIVITIES

Identifying self
Describing pictures
Repeating stories sequentially
Using gesture
Performing finger plays
Imitating
Naming of self, other persons objects
Using simple words, phrases, sentences
Using new words appropriately
Participating orally
Identifying numbers, day of week
Conversing over the telephone
Using connected language
Telling simple experience stories
Answering questions intelligibly

A. Observational Skills

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Play games identifying people and objects

Play games identifying self

- Looking at self in mirror
- Playing in a body-size cardboard box
- Feeling shape and size of body

Singing games:

- "Did You Ever See a Lassie?"
- "Looby Loo"
- "Finger Plays"

Tell stories

Identify own name from a list being called

Listen for and identify sounds, such as those relating to:

- transportation
- households
- animals
- birds
- cities

MATERIALS AND RESOURCES

BOOKS:

Beskow, Elas. Pelle's New Suit

Brown, Margaret Wise. The Noisy Book

Jacobs, Fraces. Finger Plays and Action Rhymes

Kessler, Ethel. The Big Red Bus

Scott, Louise B. and Thompson, J. J. Talking Time

Summer, Florence. Let's Play With Fingers

TRANSCRIPTIONS:

Young Peoples' Records

"Muffin in the Country"

"Muffin in the City"

"A Walk in the City"

"Building a City"

"Trains and Planes"

SOUNDS AROUND US:

"In a Clock Store"

SOUND MOTION PICTURES:

"Squeak the Squirrel,"
Fsd 591.5-9

B. Auditory Skills

SUGGESTED ACTIVITIES — MATERIALS AND RESOURCES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Listen to a simple story and recall the sequence of events by arranging three or four pictures on the chalk tray or flannel board

Listen for the number and names of characters in the story and raise hand each time a new name is heard

Listen to the story and dramatize it with with the use of puppets

Listen to the story and retell the story in sequence through pantomime

Practice observing and listening carefully

Participate by raising hand if a mistake is noticed

Choose a storyteller to repeat the story by selecting a classmate and pointing to him

MATERIALS:

Pictures from discarded books

BOOKS:

Beatty, Hetty, Burlingame. Little Wild Horse

Brooke, Leonard Leslie. Story of the Three Bears

Story records can be obtained from Capitol Records

FILMSTRIPS:

"Georgie" P-34, Set I

"Hercules" P-35, Set I

"Make Way for Ducklings" P-36, Set I

"Mike Mulligan and His Steam Shovel" P-37, Set I

"Millions of Cats" P-38, Set I

Picture Stories for Reading Readiness, P-26, Series 2 (6 filmstrips, color) K-2

"Making Christmas Cookies" Set 1
"An Airplane Trip" Set 2
"Fishing With Daddy" Set 3
"A Visit to the Dentist" Set 4
"Shopping for Groceries" Set 5
"The New Baby" Set 6

"The Red Carpet" P-39, Set I

"Stone Soup" P-40, Set I

"The Story About Ping" P-41, Set I

B. Auditory Skills (Cont.)

SUGGESTED ACTIVITIES

Play games, such as:

"Dog and Bone"
"Simon Says"

Listen for and respond to command, direction, or action words:

a) respond to key word of action in finger plays; games; dramatizations: walk; skip; run on tip toes; jump up, down, over; etc.

b) respond to simple directions: open door, turn around, etc. Increase number of directions in command as training progresses

c) respond to directions given to group

d) respond to requests, and execute verbal orders in sequence

Listen for a specific sound in a story, such as the ringing of a bell

Demonstrate the sound to listen for

Raise or clap hands when the specific sound is heard

Listen for likenesses and differences in sounds, and identify them, or find where they come from:

Teacher's voice, loud or soft
Movement of furniture, etc.

Play the autoharp or the resonator bells

MATERIALS AND RESOURCES

BOOKS:

Assn. for Childhood Education. Told Under the Magic Umbrella

Bannon, Laura. Baby Roo

Burton, Virginia. Little House

Daugherty, James. Andy and the Lion

Friskey, Margaret. Seven Diving Ducks

Gay, Wanda. Millions of Cats

Haywood, Carolyn, "B" Is for Betsy

McCloskey, Robert. Make Way for Ducklings

McDonald, Golden. Little Lost Lamb

Mathiesen, E. Blue Eyed Pussy

Newberry, Clare. Mittens

Payne, Emmy. Katy No-Pocket

Rey, Hans. Curious George

Scott, Louise B. and Thompson, J.J. Talking Time

Scott, Sally. Binkey's Fire

B. Auditory Skills (Cont.)

SUGGESTED ACTIVITIES

Raise hands up high when a high sound is heard; lower them when a low sound is heard

Cover ears for loud sounds; leave ears uncovered for soft sounds

Play the autoharp or bells for loud and soft tones

Listen to rhymes and jingles

Play listening games to identify voices: "Guess Who"

MATERIALS AND RESOURCES

Udry, Janice. A Tree Is Nice

Zion, Gene. Harry, the Dirty Dog

MATERIALS:

Song bells

Autoharp

Resonator bells

TRANSCRIPTIONS:

"Learning to Listen" Prepared by

John Tracy Clinic

Capitol Records

	No.
"Bozo At the Circus:	73
"Cinderella"	175
"Five Chinese Brothers"	265
"Gingerbread Boy"	747
"Johnny Cake"	712
"The Three Bears"	748
"The Three Billy Goats Gruff"	600
"Three Little Pigs"	708
"Timid Timothy"	265
"What the Lighthouse Sees"	322
"When We Were Very Young"	46
"The White Easter Rabbit"	711
"The Laughing Jack O' Lantern"	716
"Little Engine That Could	710
"The Little Gray Pony"	601
"The Little Tug That Tried"	123

See A-V catalog, Language Arts, for additonal transcriptions

C. Speech and Language Activities

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Interpret pictures

Display pictures of stories in sequence

Observe pictures

Tell the name of the story from the pictures

Follow the story sequence:

- Indicate the first picture
- Discuss what the picture tells
- Listen to the story
- Listen for specific happenings
- Read or tell each character's part in a different tone of voice
- Emphasize words that describe sounds
- Retell the story
- Role-play the use of the story

Use the telephone in dramatic play

Dramatize the story

Retell the stories from pictures

Play the stories:

- Mention the character needed
- Interpret the character parts according to personal understanding of them

MATERIALS AND RESOURCES

BOOKS:

- The Three Bears
- The Three Billy Goats Gruff
- The Three Little Pigs
- Little Red Riding Hood
- Payne, Emmy. Katy No-Pocket
- Rey, Hans. Curious George Stories
- Hoffmann, E. Our Friendly Helpers

TRANSCRIPTIONS:

- "The Three Bears" No. 748
- "Three Billy Goats Gruff" No. 600

MATERIALS:

- Toy telephone

SCHOOL JOURNEYS:

- Trip to the Children's Zoo

LIBRARY VISITS:

C. Speech and Language Activities (Cont.)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
PICTURE STORY INTERPRETATION:	
Look at pictures	Pocket chart
Recognize the functions of people and objects	Word cards
Tell the where, when, and how of the picture story	Phrase and sentence cards
Give two or three sentences about the story	
Think about and respond to leading questions	
GESTURE:	BOOKS:
Point to objects, parts of body, classmates, pictures, etc.	Salisbury, Helen Wright. Finger Fun
Interpret action songs and singing games with body movements:	Jocobs, Frances E. Finger Play and Action Rhymes
"Here We Go Looby Loo" "Did You Ever See a Lassie?"	Poulson, Emily. Finger Plays for Nursery and Kindergarten
FINGER PLAYS:	MATERIALS:
Interpret action words, SKIP, RUN, JUMP	Chalkboard drawings
Match action to the rhythm of a drum or rhythm sticks, WALK, RUN, SKIP, STOP	Drawings
Demonstrate directional words: bottom, top, righthand side, left-hand side, up, down, behind, in front of, etc.	Signs (See list of protective vocabulary)
	Tape recorder
Learn to recognize and comply with safety signs: STOP, GO, WAIT, DO NOT ENTER, EXIT, BOYS, GIRLS	TRANSCRIPTIONS:
	"Muffin in the City" No. 307
IMITATION:	"Muffin in the Country" No. 306
Imitate sounds in the environment: sirens, machines, planes, etc.	

C. Speech and Language Activities (Cont.)

SUGGESTED ACTIVITIES

Imitate animal sounds

Finger play activities, action songs, pantomimes of simple rhymes and songs

Dramatize simple stories with sound effects

Match tones with teacher's voice or musical instruments:

"Who Has My Penny?"

Imitate teacher in reproducing nonsense syllables, words, jingles

NAMING:

Tell own name and names of other persons

Give own name

Identify classmates and teacher by name

Respond to songs such as "Who's That Knocking at My Door?"

Identify members of the family and relationships

Name parts of body

Name simple objects

Understand actions: RUN, WALK, SKIP, JUMP, CATCH, THROW

Match colors, and distinguish and name each

Understand simple opposites: STOP - GO

Understand simple rhyming words

Count by rote:

Groups of foods or objects in categories: inventory foods in refrigerator, tools needed, furniture in rooms, etc.

MATERIALS AND RESOURCES

BOOKS:

Oftedahl. My First Dictionary

MATERIALS:

Scrapbook of objects of similar colors

MUSIC:

Burchard, First Music Book

"Ten Little Indians"

"Three Blue Pigeons"

C. Speech and Language Activities (Cont.)

SUGGESTED ACTIVITIES

SIMPLE SENTENCES:

Tell who you are: "I am Charles"

Tell what you are doing: "I am painting," "I am shopping," etc.

Tell what you did

Practice speech organization:

- Give directions to another child
- Express needs
- Make simple requests
- Answer questions with a sentence
- Share experiences
- Recite simple poems
- Participate in choral verse
- Read a poem

Join in spontaneously at the ending of group recitation

IDENTIFYING NUMBERS:

Name numbers in sequence

Count: people, objects, pictures

Tell: day of week and month

CONNECTED LANGUAGE:

Practice social courtesies

(See Area 6 - Social Skills)

- Use correct greetings
- Use "Please," "Thank you," "You are welcome"
- Welcome guests
- Introduce guests
- Learn table manners
- Play host or hostess for nutrition

MATERIALS AND RESOURCES

TEACHER RESOURCE:

Mecham, Merlin J. "The Development and Application of Procedures for Measuring Speech Improvement in Mentally Defective Children." AJMD, 1955, 60, 301-306

GUIDES:

Los Angeles City Schools Instructional Guide: Speech in the Elementary School

BOOKS:

Teacher's Manuals for primary readers

Pre-Primer

C. Speech and Language Activities (Cont.)

SUGGESTED ACTIVITIES

- Offer food to friends
- Learn to talk quietly
- Learn to reply courteously
- Respond to requests
- Celebrate birthdays, holidays
- Shows appreciation

Give appropriate responses in reply to where, when, how

Participate in action games, using phrases:

- "Here We Go Round the Mulberry Bush"
- "Looby Loo"
- Other action games

Converse over telephone

Develop the ability to answer the telephone correctly

Learn to make emergency telephone calls

Develop the ability to make simple requests courteously

Call own name and point to self

Identify self as a member of a group

Call name of classmate

Give name, address, and telephone number, on request

Dramatize situations using name, address, and telephone number

Use flannel board

Play name games

Participate in dramatic role play

MATERIALS AND RESOURCES

MUSIC:

Birchard Music Series

"Tell Me Your Name, Please," p. 16

Music Through the Days Series

"Who Are You?" p. 3
"Telephone Song" p.30

SOUND MOTION PICTURES:

"Adventures of a Baby Fox," Fsd 599.744-1

"Christmans Rhapsody," Fsd 394-1

"The Hare and the Tortoise," Fsd 398.2-2

"Make Way for Ducklings," Fsd 813-8

"Mother Goose Stories," Fsd 398.2-1

"Silent Night: Story of the Christmas Carol," Fsd 394-4

C. Speech and Language Activities (Cont.)

SUGGESTED ACTIVITIES

Develop the concept of when, where, and what in conversation settings

Tell simple stories of experiences

Report to group

Retell stories

Convey simple message accurately

Plan activities and develop sequential concept

MATERIALS AND RESOURCES

"Blow, Wind, Blow!" (Background for Reading and Expression)
Fsd 551.5-10

"Chotu and His Jungle Elephant,"
Fsd 599.61-1

"Flipper, the Seal," Fsd 591.5-12

"Spotty: Story of a Fawn,"
Fsd 591.5-13

"Woolly, the Lamb," Fsd 636.3-6

"The Story About Ping," Fsd 813-9

Sound Slides, No. 44

AREA 5

COMMUNICATION

SUGGESTIONS TO TEACHERS FOR PARENT FOLLOW-UP:

It is important to let parents know that one can do a great deal to encourage good speech without saying much about it. The teacher may want to suggest how important it is to talk with the youngster about his experiences, and may further caution parents to listen attentively without interrupting, correcting, or hurrying the child. All this will aid him to talk freely. Parents should be helped to understand that a rich background of experiences gives a child much to talk about and helps to make listening more meaningful.

It usually is of interest to parents to hear how well the child is doing at school. Thus, it may well be a good idea to save some of the better tape recorded sessions to be used during conference time with parents, asking the parent to remember that perfect articulation is not the first aim, since it is most important at first to develop vocabulary and language concepts. Reading to a child is one of the best ways to increase his vocabulary. Also of great help is constant give and take in communication between the child and the family, so one might suggest that siblings should play simple games ("Follow the Leader," "Simon Says," and other such games to develop good listening habits.

Good records of children's stories, dramatized sounds, etc., also are valuable aids in the home, and school and public library resources might be discussed with parents as possible aids in their work with the child.

BOOKS PARENTS MAY READ TO THEIR CHILDREN:

FAMILY EXPERIENCES (Five in a family) by Baruch and Montgomery, Scott Forsman and Co. Chicago, Ill.

FIRST THANKSGIVING STORY - by Alice Degleish, Charles Scribner and Sons, New York

OUR FRIENDLY NEIGHBORS - Elaine Hoffman and Jane Helfflefinger Melmat Publishing Co.

STORY OF COLUMBUS - Alice Dagleish, Charles Scribner and Co.

THE HAPPY FAMILY - by Nicole, The Little Golden Books, Simon and Schuster, New York

STORY BOOK OF HOUSES - Mark and Miska Petersham, John C. Winston Co., Chicago, Ill.

WORKERS AT HOME AND AWAY - Wilhelmena Wrey, A. McIntyre and Follett Publishing Co., Chicago, Ill.

SCHOOLS BUILD FOR FAMILY LIFE - Katherine W. Taylor, Educational Leadership, March, 1950

SURPRISE FOR MOTHER - National Dairy Council

EVALUATION SHEET

AREA 5

COMMUNICATION

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
A. Observing								
Can recognize self-image								
Can recognize belongings								
Can recognize parts of his body								
Can discriminate between common objects, noting such factors as color and size								
Can distinguish people from strangers (family, playmates, and teachers)								
B. Listening Skills								
Can recognize name, when spoken								
Can recognize household sounds								
Can recognize animal sounds								
Can recognize familiar tunes								
Can abstract meaning from the spoken word								
Displays auditory memory retention								
Can integrate what is heard								
C. Language Skills								
Can identify self verbally								
Can tell simple story from a picture								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

EVALUATION SHEET (Cont.)

AREA 5

COMMUNICATION

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
C. Language Skills (Cont.)								
Can repeat a story in sequence								
Can deliver oral messages								
Can use telephone for social purposes								
D. Speech								
Uses gestures								
Can imitate sounds								
Imitates speech sounds								
Can use simple words, phrases, and sentences								
Participates in oral work								
Can name self, other persons, and objects								
Can identify numbers and days of the week								
Can converse over the telephone								
Uses connected language								
Can tell simple experience stories								
Can answer questions intelligibly								

Check appropriate box

L1 - How to

L2 - Demonstrate, instruct, assist

L3 - Instruct, independent follow up

L4 - Self initiation, self direction

AREA 6

SOCIAL-EMOTIONAL DEVELOPMENT

PROVIDE EXPERIENCES FOR DEVELOPMENT IN THE FOLLOWING:

A. SELF-CONTROL

Developing emotional control
Developing physical control
Developing adjustment to disappointment

B. PERSONAL DEVELOPMENT

Evidencing sense of humor
Enjoying doing for self
Showing dependability
Developing willingness to help do chores
Accept "Yes" and "No"
Sharing experiences and materials

C. GROUP PARTICIPATION

Developing spirit of teamwork
Helping at school
Enjoying school lunch
Playing in the group
Enjoying class parties
Enjoying school assemblies

D. SOCIAL SKILLS

Extending greetings
Making introductions
Taking leave
Respecting oneself and other persons
Respecting property of other persons
Using social amenities
("thank you" and "lease")
Working and playing harmoniously with other persons
Taking turns in an acceptable way

A. Self-Control

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Play "Follow the Leader"

Practice waiting for turns

Play games with small groups of three or four children

Play games with larger groups; allow two children to have turns at the same time

Play games with the total group

Discuss proper use of hands, feet, and body

Role play taking care of self (bodily control)

Discuss what to do when things go wrong

Practice planning for situations that must be postponed; practice using an alternate plan

Practice meeting disappointments

Plan for situations that must be modified

MATERIALS AND RESOURCES

BOOKS:

Los Angeles City Schools Instructional Guides:

Physical Education Teaching Guide, Grades K, 1, and 2

Los Angeles County Parks and Recreation Guide

SOUND MOTION PICTURES:

"Taking Care of Myself," Fsd 136.7-40

B. Personal Development

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Tell funny stories and recite humorous poems

Hear records with surprise endings

Discuss ways of showing friendliness

Tell stories of friendly acts, role-play being friendly

View filmstrips demonstrating cooperation

Practice chores on a rotating basis:

- Setting tables
- Cleaning tables
- Dusting classroom
- Cleaning desks
- Cleaning boards
- Emptying wastebaskets

Meet standards for class work

Do short assignments that lead to successful experiences:

- Help bake muffins
  - Greasing the pans
  - Pouring the mix
  - Stirring the mix
  - Cleaning up
  - Putting mixture in oven
  - Watching the oven
  - Taking pan out of the oven
  - Eating the muffins

Provide block-building experiences

Dramatize playing and sharing

Use accessory block material (toy family)

Practice, through class experiences, sharing of:

- teacher attention
- blocks
- materials

Play simple games, using "yes" and "no"

MATERIALS AND RESOURCES

BOOKS:

Leaf, Munro. Manners Can Be Fun

FILMSTRIPS:

"New Pupil," p-8, Set 4
"School Community" Set I

SOUND MOTION PICTURES:

"We Play and Share Together," Fsd 790-3

"Care of Pets," Fsd 636-2

"Mother Mack Trains Her Seven Puppies," Fsd 636.7-4

"Littlest Puppy Grows Up," Fsd 636.7-5

TRANSCRIPTIONS:

"SHHHhhh . . . Bang!" No. 235

MATERIALS:

Accessory block material

Muffin pans, mix

C. Group Participation

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

SUGGESTED ACTIVITIES

Tell stories of happy family living

Paint pictures of helping at home and school

Build concepts of good citizenship through discussion and practice of:

- Flag Salute
- Pledge of Allegiance
- Patriotic Songs

Perform classroom responsibilities:

- Buying milk for the group
- Setting out materials for the group
- Acting as class librarian, etc.

Discuss classroom parties

Role-play class parties

Have a class party

Serve as classroom hosts and hostesses

Dramatize introductions

Practice welcoming other classes

Visit other classrooms

MATERIALS AND RESOURCES

Los Angeles City Schools Instructional Guides:

Physical Education Teaching Guide, Grades K, 1, and 2

Los Angeles County Parks and Recreation Guide

BOOKS:

Lenski, L. Papa Small
Lenski, L. Little Family

FILMSTRIPS:

"Growing Up Good Helpers" EC-1, Set 3

"Janet Helps Mother" P-15-1

"School Courtesy" P-8, Set 1-6

SOUND MOTION PICTURES:

"Family Teamwork," Fsd 790-3

"Let's Play Fair," Fsd 177-2

"Allen Is My Brother," Fsd 173-7

TRANSCRIPTIONS:

"Hello Song" No. 326

"The Three Bears" No. 748

"The Star Spangled Banner" No. 748

"America" No. 247

D. Social Skills

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Practice visiting etiquette

Practice ringing the doorbell or knocking and telling what is wanted

Play the game "Who Is It?"

Role-play being careful of furnishings and consistently practicing care of classroom furnishings

Practice being helpful by picking up materials

Role-play making a courteous departure

Tell stories illustrating simple courtesies

Practice expanded sharing experiences in the classroom:

- Nutrition
- Parties
- Discussion

Discuss how to applaud; practice applauding for different situations

Learn three kinds of laughter:

- Soft--small groups or individuals
- Hearty--auditorium, theater, and classroom
- Loud--playground

Practice using laughter appropriate to the situation

Observe, discuss, and practice use of good manners: snack time, lunch, parties

Practice using proper utensils

Practice eating slowly

Develop use of terms "please" and "thank you"

MATERIALS AND RESOURCES

BOOKS:

Seignoboso, Francoise, Thank You Book

FILMSTRIPS:

"Making Friends" EC-3, Set 1

"Growing-Up When We Have Guests" EC-1, Set 2

SOUND MOTION PICTURES:

"Your Table Manners," Fsd 395-11

"Taking Care of Myself," Fsd 136.7-40

D. Social Skills (Cont.)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Listen to stories from the Thank You Book	
Dramatize stories	

AREA 6

SOCIAL-EMOTIONAL DEVELOPMENT

SUGGESTIONS TO TEACHERS FOR PARENT FOLLOW-UP:

Parents can assist the teacher when they understand the aims and goals of the program. Periodic conferences keep the home and school in communication and provide expanded and enriched experiences for the child. During such conferences, goals of each of the eight areas should be discussed carefully. When the parent is informed about the aims of the school program, he is in a better position to assist wisely at home.

Basic suggestions will help the parent promote learning opportunities for his child. The following suggestions might well be reviewed with the parent at frequent intervals:

a. Keep in mind the child's approximate developmental level

b. Understand that the child first must reach the stage of development which permits him to perform a particular task

c. Warranted praise, approval, and reward are the best reinforcers for attaining maximum possible levels of achievement

d. Be sure the child uses the skill, once it is acquired

e. Be mindful of the fact that it is best for both parents to set up consistent controls compatible with school standards

Conferences should be planned on a continuing basis, and it is expected that parents will avail themselves of the Parent Education classes.

Follow-up suggestions are designed to assist parents in providing a happy, wholesome, family life and in becoming informed, coorperative "team members" of the program for the trainable retarded child.

In the area of social-emotional development, the parent may help by:

a. Assigning the child definite responsibilities in the home:

    Caring for personal belongings
    Washing dishes
    Caring for younger children in the family
    Caring for pets

b. Using terms "please" and "thank you" with the child

c. Setting daily goals with the child and making sure he understands and knows the plan

d. Capitalizing on all family social activities to develop friendliness and courtesy

EVALUATION SHEET

AREA 6

SOCIAL-EMOTIONAL DEVELOPMENT

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
A. **Self Control**								
Can adjust appropriately to classroom situations								
Has physical control (does not push, hit, or hurt)								
Can adjust to disappointment								
B. **Personal Development**								
Shows an appropriate sense of humor								
Shows dependability in routine tasks								
Demonstrates willingness to help								
Can accept "Yes" and "No"								
Shares materials and time with other persons								
Shows willingness to help with chores								
C. **Group Participation**								
Is beginning to develop ability to cooperate with a group								
Helps at school (school lunch)								
Participates in group play								
Participates in class parties								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

EVALUATION SHEET (Cont.)

AREA 6

SOCIAL-EMOTIONAL DEVELOPMENT

C. Group Participation (Cont.)

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Behaves appropriately at school assemblies								

D. Social Skills

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Knows how to greet people								
Knows how to introduce guests								
Takes leave courteously								
Respects property of other persons								
Uses social amenities ("please," "thank you")								
Works and plays harmoniously with other persons								
Takes turns in an acceptable way								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 7

INDIVIDUAL EXPRESSION

PROVIDE EXPERIENCES TO DEVELOP THE FOLLOWING:

A. MUSIC

Appreciating musical experiences
Listening to songs
Listening to records
Watching dances
Participating in musical activities
Humming
Singing
Participating in verse choir
Playing instruments

B. RHYTHMS

Marching
Galloping
Rolling
Stepping
Clapping
Performing various rhythm activities, such as:
  Rhythmic movement
  Rhythmic dances
  Creative rhythms
  Interpretive rhythms

C. ARTS AND CRAFTS

Working in various art media, such as:
  Finger painting
  Sponge painting
  Drawing
  Clay
  Ceramics
  Tile
  Dough
  Collage
  Mosaic
  Crayon
  Tempera
  Water color
  Print making
  Weaving

D. RECREATION

Playing and enjoying INDIVIDUAL games and activities, such as:
- Games to identify parts of the body
- Sand box and toys
- Water play
- Table games and puzzles
- Card matching

Playing and enjoying GROUP games and activities, such as:
- Social games
- Musical games (singing)
- Organized social games
- Swimming
- Cook-outs
- Scout activities
- Camping

A. Music

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Listen to rhythms (1-2, 1-2-3, 1-2-3-4) played on various rhythm instruments

Choose desired instruments

Play various rhythms with the group

Respond to regrouping according to the instrument to be played

PARTICIPATION:

Participate in singing games and simple folk dances

Participate in simple social dances

Chant and imitate sounds in the environment

Chant answers to questions sung by the teacher

Chant work and play activities

Anticipate and insert a few words of nursery rhymes

Sing and explain familiar folk songs

Match tones and sing repeated notes and simple scale passages

Enjoy special records at the "listening post" (Set up a music corner)

Participate in activity music, assemblies, and shows

Learn to act with courtesy and understanding both as a participant and as a member of the audience at assemblies and concerts

MATERIALS AND RESOURCES

BOOKS:

Music for Early Childhood,
"The Orchestra"
"Jingle Bells"
"I Am Rocking"

Music Through the Day
"Little Bird Go Through My Window"
"Hokey Pokey"

Our First Music
"Mother Goose Songs"

Timothy's Tunes

Seeger. American Folk Songs for Children

"Folk Songs of the United States"
"Knock Along, Brother Rabbit"

RECORDINGS:

"Play Party Singing Games" C193L

BOOKS:

Music for Early Childhood
"Jump and Hop"
"Song for Swinging"

A. Music (Cont.)

SUGGESTED ACTIVITIES

Observe others respond freely to music

Imitate with restricted movements

Move independently within a group

Move spontaneously, interpreting mood and tempo

Use gross muscle movements in:

- striding
- walking
- marching
- skipping
- waddling
- sliding
- swaying

Listen to a tempo played on the piano

Perform musical activities, such as:

- Clap or stamp to music
- Choose, learn, and perform songs appropriate to seasons and holidays
- Volunteer to sing alone
- Sing parts in simple rounds
- Perform as a member of a group for a school program

Perform more advanced musical activities, such as:

- Follow hand movements that are descriptive of phrases
- Imitate and follow body movements describing melody line
- Read and sing repeated notes and scalewise passages by means of letters, notes, and numbers

MATERIALS AND RESOURCES

RECORDINGS:

"Original Children's Activity Songs," Manning,Ardelle

"Songs from Singing Fun," Wood, Lucille

"More Songs from Singing Fun"

"Rhythmic Activities," Vol. 1-6 RCA Bowman Orchestral Library

"Rhythm Time" C204

MATERIALS:

Rhythm instruments
Autoharp
Piano

BOOKS:

Teachers Guide to Music in Elementary School, California State Series

3

A. Music (Cont.)

SUGGESTED ACTIVITIES

Read letter names from color charts to play tone bells, resonator bells, and autoharp

Match the color of individual bells to colored notes on chart and play as designated

Read letter names of chords; play accompaniment (chords) on autoharp

Take turns strumming autoharp, with class singing along

Read and respond individually to chart color cues

Experiment with sounds produced by rhythm and/or musical instruments

Discover how to hold instruments for rhythm band to accompany marching and countermarching

Perform increasingly more advanced musical activities, such as:

Initiate appropriate use of instrument

March alone, playing instrument

March in group, playing instrument

Collect and store records, equipment, and instruments

Perform simple experiments in the science of sound: striking tumblers filled to various levels, etc.

Construct rhythm instruments, such as drums, sandblocks, hum board, and kazoo

Play starting tones, repeated phrases, and accent notes on tone or resonator bells

MATERIALS AND RESOURCES

BOOKS:

Music for Early Childhood
Wood, Lucille

"Singing Fun"
"Timothy's Tunes"

RECORDINGS:

"Holiday Rhythms," 776

MATERIALS:

One resonator bell for each child
Chart with color cued notes
Chart with song writtin in color cue notes (America)
Autoharp
Tone bells

BOOK:

Mandell, Muriel. Make Your Own Musical Instruments

A. Music (Cont.)

SUGGESTED ACTIVITIES

Play simple tunes on tone bells, piano, marimba, and autoharp

Learn to play flutephone, tonette, or recorder (Only a few will learn to play these instruments)

APPRECIATION:

Listen to music that recreates familiar sounds in environment: trains, animals, clocks

Match tones in question-and-answer songs, or with instrument, as a member of a group and individually:
Play tone bells on "F"
Blow starting tone on Pitch Pipe

Example:

Teacher: "Good morning to you, little girl. Who are you?"

Child: "I am Suzie"

Identify songs by familiar themes or rhythm pattern

Sing phrase of "America," "Twinkle Twinkle Little Star"

Tap rhythm of "Yankee Doodle," "The More We Get Together," "Have You Ever Seen a Lassie?" Compare last two rhythmically

Identify, by sound and picture, the rhythm instruments; then the orchestra instruments

Listen to story songs and relate incidents in sequence

Recreate content through simple dramatization

MATERIALS AND RESOURCES

RECORDINGS:*

"Sounds Around Us"
Album I, "Around the House"
II, "Around the Farm"
III, "Around the Town"
"This is Rhythm"
"Tubby the Tuba"
"Pee Wee the Piccolo"
"Train to the Zoo"
"Train to the Farm"

*Children's Music Center Inc.
5373 W. Pico, Los Angeles, Calif.

RCA Adventures in Music

"Rodeo" - Copland
"Storm" - from overture to "William Tell," - Rossini
"Little Train of Caipira" - Villa Lobos
"Instruments of the Orchestra" LE 6000

BOOKS:

Music in Our Town
"Clocks and Watches"
"Willie the Freight Train"

Music of Early Childhood

Folk Songs for Children - Seeger, Ruth C. "Oh John the Rabbit"

A. Music (Cont.)

SUGGESTED ACTIVITIES

Create mood or simple story line inspired by music

Recognize and respond to music as relaxing or stimulating

Discriminate "high," "low," "up," "down"
Use pitch pipe tone-bells

Respond individually to some part of question-and-answer songs

Choose an instrument to enhance a song which is an outgrowth of some routine task

> "Hear my broom sweep back and forth, back and forth, swish - swish"
> (Woodblocks or finger cymbals)

Use crayons, water colors, or finger paints to illustrate a song

Learn songs through knowledge of phrasing

Sing many songs correctly, without accompaniment

Learn to play the starting tone and simple phrases within song, maintaining melody with correct intonation.

Sing alone or with another child

Understand and employ simple dynamics to suit mood of song

Paint or crayon pictures motivated by music

Look at and discuss pictures illustrative of music and paint or crayon pictures motivated by the discussion

MATERIALS AND RESOURCES

STUDY PRINTS:

Instruments of the Orchestra, 33 Study Prints, Audio Visual Department, EM-1, Set 1

Charts, commercially available

BOOKS:

Music in Our Town
"Hop Up, My Ladies"
"Clocks and Watches"
"The More We Get Together"

Singing Fun
"Spring"

Seeger, Ruth C., Folk Songs for Children
"Who Built the Ark?"

Music Through the Day
"Who Are You?"
"Hello Somebody"

New Music Horizons Book 3
"Susie, Little Susie"

RECORDINGS:

RCA - Adventures in Music
"Rodeo" - Copland
"Billy the Kid" - Copland

B. Rhythms

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

SUGGESTED ACTIVITIES

Practice fundamental movements to accompanying records or rhythmic instruments:

Walk - run - skip - hop - jump - sway - swing - gallop - slide - leap - bend and stretch - walk and run - run and jump

Practice interpretive rhythms:

- Free rhythmic response
- Listen to song stories
- Follow sequence of story and music
- Interpret the music: light - gay - airy - swift - frisky - heavy

Practice rhythmic dramatization:

- Single rhythmic action:
  - Jumping rope
  - Being a pony
  - Trees in a forest
  - Jumping for an apple
- Class plans its own rhythms, using gestures and facial expressions

Practice accompaniment:

- Hand-clapping
- Foot-tapping
- Humming
- Singing

Practice marching skills:

- Single file
- By two's
- By two's around a circle
- All going to the left, single file
- All going to the left, by two's

Practice dances:

- Use teacher-made cue cards:
  - "Looby Loo"
  - "Hansel and Gretel"
  - "Pop Goes the Weasel"
  - "Shoo Fly"

MATERIALS AND RESOURCES

INSTRUCTIONAL GUIDES:

Physical Education Guide, Grades K, 1 and 2, 477

RECORDINGS:

"Fun With Music"
"Rhythm Time" - Bowmar
"My Playmate the Wind"
"My Playful Scarf"

Bowmar Album, "Sousa Marches"

Victor Album E-73, "Rhythmic Activities" Vol. 3

MATERIALS:

Rhythm instruments, on requisition:
Standard Catalog of Non-Consumable Supplies

C. Arts and Crafts

Art Education provides aesthetic experiences for children and, further, functions as a normal activity which is concerned with every visual expression.

The teacher is responsible for providing art experiences that have rewarding values for children involving personal satisfaction and growth; the value of the activities is usually shown by the degree of pleasure and absorption evidenced by the child.

The personal creative expression of each child has value if it represents the best of which the child is capable.

Integrity for the child, in art, is in direct proportion to the degree in which the work is really his own.

CHARACTERISTICS OF THE CHILD	THE CHILD NEEDS TO:
Works for short periods of time	Explore a variety of materials
Paints what he knows; not always what he sees	Have opportunities to do things for himself
Often uses color with little regard realism	Develop ability to communicate feelings and ideas with a variety of materials
Experiments with media and equipment	Use tools and materials with guidance
May progress from simple manipulation to controlled organization	Have opportunities to share materials and tools with others
	Have teacher acceptance of work
Progresses from no concern for size relationships to beginning awareness of proportion and form	Receive encouragement and recognition for his efforts
	Have opportunities to use and enjoy combinations of color and design
	Have size relationships and proportions pointed out during evaluation
	Have enriched experiences and inspiration that encourage expression
	Have continued repetition of art experiences with variation to promote growth

Art (K-2) An Instructional Guide,
EC 212 pp. 3, 4, 9, 10, 11

C. Arts and Crafts (Cont.)

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Carving and Casting

Practice vermiculite carving
Model in wet or dry sand
Do sand casting, with plaster

Clay

Experiment in manipulation: cut, squeeze, pinch, knead, roll coils, break and join together, smooth.

Understand the source and characteristics of clay. Experiment

Make beads, buttons, pins, and earrings

Build forms from a mass of clay:
bowl; bird, animal, and human figures

Slab construction

Make bowls:
- Hammock method
- Place over rock or bowl
- Support edges with balls of clay or paper

Tiles:
- Various shapes
- Surface decoration, string, tools, etc.
- Mobiles
- Plaques
- Boxes

Plaster of Paris (Cast over wet patterned clay)

Finishing
- Water color
- Tempera
- Crayon

MATERIALS AND RESOURCES

Art (K-2) An Instructional Guide
EC-212, pp. 41-46, 65-66

Art (3-6) An Instructional Guide
EC-216, pp. 73-90, 124-127, 130

Craft pp 120-136

BOOKS:

Downer, Marion, The Story of Design

Design
Borten, Helen. Do You See What I See?"

SOUND MOTION PICTURES:

"Ways to Find Out"
"Finger Painting," Fsd 751-5
"Parade," Fsd 759. 9-17

RECORDINGS:

"Whatever the Weather"

MATERIALS:

Art objects such as art prints, sculpture, nature objects

Aquarium
Terrarium
Small animals

TRIPS:

Walk around the school to observe growing things and activities or exhibits in other rooms or in the halls.

C. Arts and Crafts (Cont.)

SUGGESTED ACTIVITIES

Shoe polish
Stains
Bisque fire
Limited Glazing

Oil Base Clays

Try manipulation

Doughs

Make doughs from different recipes, using:

- flour
- salt
- oils
- sawdust
- alum
- colors

Use salt and flour types for beads, tree decorations, etc.

Use salt, flour, and oil types for manipulation

Collage (A design created by arranging various colors, textures, or dimensions on a surface)

Manipulate colors and textures; then return to box

Paste or staple collage materials to surface

Use tissue paper and starch: string, papers,printing processes, paint, nature materials may be added

Use waxed paper if desired

Mosaic
Tile
Paper
Nature materials

MATERIALS AND RESOURCES

GUIDE:

Art (3-6) An Instructional Guide
EC-216 pp. 83-90

MATERIALS:

- Boxes
- Water color
- Tempera
- Crayon
- Shoe polish
- Stains
- Flour
- Salt
- Oils
- Sawdust
- Alum

Art (K-2) An Instructional Guide
EC-212 pp. 47-48, 61-64

Art (3-6) An Instructional Guide
EC-216 pp. 64-71, 113-119

MATERIALS:

- Paste
- Stapler
- Tissue paper
- Starch
- String
- Paint
- Waxed paper
- Magazines
- Wrapping paper
- Nails
- Balsa wood
- Scrap wood
- Crayon

C. Arts and Crafts (Cont.)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Magazine papers Wrapping papers	
Wood construction Mobile Stabile Plaque Use of nails, glue, balsa, scrap wood, and reed	Art (K-2) An Instructional Guide EC-212 pp. 49-54 Art (3-7) An Instructional Guide EC-216 pp. 91-100 "Crafts," pp. 12-81
Crayon (Full range of colors, broken crayons with wrap removed, arranged in flat container)	
Use point or side, and light or firm pressure	MATERIALS:
Use different line directions	Crayon stencils
Try various crayon techniques, such as:	Water colors String File boxes
Overlay colors	Waste basket Book covers Trays
Crayon rubbed over testured materials, torn papers, or nature materials that are mounted	Cardborad containers Candle Glue
Crayon and starch tempera combined	
Crayon paper batik	
Crayon stencils	
Crayon resist-thin tempera, or water color using white crayon, candle	
Crayon etching	
Shaved crayon arranged in pattern	
Ironed between wax or other papers	

C. Arts and Crafts (Cont.)

SUGGESTED ACTIVITIES

MATERIALS AND RESOURCES

Paper

Learn the characteristics of paper by:

Cutting
Tearing
Pleating
Twisting
Bending
Piercing
Curling
Folding
Crumpling
Punching
Slitting

Fasten paper together by stapling or by locking together

Fasten paper to wire or reed

Cover cardboard cartons, plastic containers, cans, etc. with decorated papers,string, tiles, paper, etc.; cover such things as:

Letter holders
Knitting boxes
File boxes
Book covers
String holders
Masks
Waste baskets
Trays

Paper-maché

Model torn paper mixed with starch or paste on boxes, cans, etc., as surface decoration

Cover crumpled paper, ballons, or rolls of paper held with rubber bands or string with two to five layers of starched or pasted strips

Apply paper strips to clay forms, bowls or other solid forms, and then remove

Art (K-2) An Instructional Guide
EC-212 pp. 55-60

Art (3-6) An Instructional Guide
EC-216 pp. 101-111

Laminated slab construction

Work with paste or starch between sheets of newspaper and model while wet

C. Arts and Crafts (Cont.)

SUGGESTED ACTIVITIES

Finish with tempera, shellac, string, buttons, and varied accessories

Make simple bag puppets

Printmaking

Create designs by printing with various tools, media and surfaces

Become aware of pattern in clothing, nature, and other aspects of the environment

Use stamping tools, such as:

- Sponges
- Sticks
- Buttons
- Cork
- Wood scraps
- Screw or nail heads
- Vegetables
- String
- Erasers
- Forks
- Paper clips
- Kitchen utensils which have been discarded

Brayer printing

Place leaves, textures, and papers under paper and paint-covered roller, rolled over rough surface

Do textured brayer printing

String printing

Print with raised or incised block, string, felt, rubber bands, inner-tube, plaster, clay, or wood

Monoprint

Press paper on a wet painted surface such as textured wet clay, water color and starch, wet tempera

MATERIALS AND RESOURCES

MATERIALS:

- Sponges
- Sticks
- Buttons
- Cork
- Wood scraps
- Screw or nail heads
- Tempera
- Bags
- Vegetables
- String
- Erasers
- Forks
- Paper clips
- Brayer
- Shellac

C. Arts and Crafts (Cont.)

SUGGESTED ACTIVITIES

Stencil printing

Sponge or paint over stencil that is cut or torn

Tempera (Activities with tempera may range from pure manipulation through surface enrichment to picture-making)

Work in painting area with at least 10 to 12 colors

Experiment with: sponge, different sized brushes, brayer, strippling, blending, dry brush, over-painting, double loading, etc.

Experiment with color to learn:

dark and light
bright and dull
names of colors

Accent dry tempera rubbed into paper with crayon, paint, line drawing

Finger painting

Add color to starch and apply to paper. Pattern is made by fingers, hands, notched cardboard, etc. Two or more colors may be applied at one time

Spread the surface with starch and other sprinkled dry colors. Add colors to finger painting when still wet

Add thread, bits of paper, leaves, etc., when surface is still wet

Make monoprint from finger painting

MATERIALS AND RESOURCES

Art (K-2) An Instructional Guide
EC-212, pp. 31-39

Art (3-6) An Instructional Guide
EC-216, pp. 56-63

MATERIALS:

String
Felt
Rubber bands
Inner tube
Plastic
Clay
Wood
Sponge
Brayer
Dry brush

C. Arts and Crafts (Cont.)

SUGGESTED ACTIVITES	MATERIALS AND RESOURCES
Use monoprints to cover boxes, greeting cards, books, collage material, folders, etc. Shellac the finished product, if desired	
Water color (Activities with water color may range from pure manipulation through surface enrichment to picture-making) Experiment with brushes, sponges, colors, papers, and wet and dry surfaces Experiment with crayon and wax resist Add crayon or chalk designs, when dry	Art (3-6) An Instructional Guide EC-216, pp. 46-55 MATERIALS: Thread Paper Cardboard Boxes Crayon Books Folders Greetings cards Collage material Chalk
Weaving, Braiding, Lacing, etc. Practice simple stitchery Practice braiding Try weaving yarn or cloth on a cardboard loom or simple loom Try weaving of raffia and read Learn how to lace felt and leather for coin purses, note book covers, etc. String beads made from clay or dyed macaroni Cover coat hangers Decorate and fringe place mats Practice simple sewing	Art (3-6) An Instructional Guide, EC-216, pp. 90-100, 149-158, 108-119 "Crafts" pp. 81-89 MATERIALS: Raffia Reed Felt Leather Coat hangers Macaroni

D. Recreation

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Participate in such games and recreational activities as the following:

- Individual games
  - "Put Your Finger in the Air"
  - Finger games
  - "Simon Says"

- Table work and games
  - Sorting and matching
  - Simplified bingo
  - Modified lotto
  - Jigsaw puzzles
  - Work with beads

- Yarn animal making

- Card sewing

- Weaving
  - Mats
  - Hand-loom (using orange boxes)
  - Dish cloth
  - Rug (silk stockings)

- Reed basket making

- Spool knitting

- Covering of bottles and cans with raffia

- Singing games
  - "Did You Ever See a Lassie?"
  - "Bunny Hop"
  - "London Bridge"
  - "Paw Paw Patch"
  - "Congo Dance"
  - "Rig a Jig Jig"
  - "Looby Loo"
  - "La Raspa"

- Songs

- Dramatizations

- Creative rhythms

MATERIALS AND RESOURCES

RECORDING:

"Put Your Finger in the Air"

MATERIALS:

- Table games
- Beads
- Jigsaw puzzles
- Simplified bingo
- Modified Lotto
- Dish cloths
- Yarn
- Reed
- Spools
- Silk stockings
- Hand-loom
- Crepe paper

Our Schools and Recreation, Youth Services Section, Los Angeles City Schools, GC 12, 1963. For further information, call 625-8921, Ext. 555

Playground Guides (Elementary)

Safety Handbook

FILMSTRIPS:

The following programs are available without charge to clubs and other community groups:

The Youth Services Story

The Roles of Public Education in Recreation

School Recreation for Elementary Age Children

Chaparral Classroom

D. Recreation (Cont.)

SUGGESTED ACTIVITIES

Whistling
- Rhythms; band
- Community sing
- Dancing
- Humming
- Clapping
- Stepping
- Camp songs: "Smokey the Bear," "Jack and Jill," "Broom Man," "The Woodpecker," "Baa-Baa Black Sheep"

Song drama, rote singing

Musical games
- Musical chairs
- Creative rhythms
- Painting
- Chopping trees
- Sawing logs
- Hammering

Story telling
- Flannel board stories
- Puppet plays
- Charades
- Riddles

Passive recreational activities
- Listening to radio and records, and watching television
- Looking at pictures,picture books, and slides
- Making rock and shell collections

Social games
- Musical Chairs
- Carrousel
- Acting out songs such as "Under the Spreading Chestnut Tree," "Bingo," "Mulberry Bush"
- Buzz
- Bean bag toss
- Bounce ball relay
- The lion hunt
- "Pop Goes the Weasel"
- Blindfold games
- Pin the tail on the donkey
- "Mixer" games and dances
- Square dances
- Pitching horseshoes

MATERIALS AND RESOURCES

MATERIALS

- Rhythm instruments
- Chairs
- Record player, record
- Flannel board, accessory material
- Television
- Picture books
- Slides
- Shells
- Rocks

L.A. Physical Education Guide (K,1, and 2) Part I

For more information, read:

Day Camping for the Mentally Retarded, National Assoc. for Retarded Children, Inc., 386 Park Ave. So., New York, New York 10016

Swimming for the Mentally Retarded, National Assoc. for Retarded Children, Inc., 386 Park Ave., So , New York, New York 10016

D. Recreation (Cont.)

SUGGESTED ACTIVITIES

Organized social games
- Baseball
- Dodgeball
- Stunts
- Tag
- Drop the bean bag
- Pom-pom pull away
- Beanbag call
- Number toss
- Bounce ball
- Follow the leader
- Obstacle course

Perform activities in L.A. Physical Education Guide (K, 1 and 2) page 231 - "Arranged in order of difficulty." Modified to needs of pupils

Water activities

- Blow bubbles under water
- Open eyes under water
  - Wash face with eyes open
  - While submerged, count toes, fingers, feet, hands, and legs
- Regain standing position
  - Stretch out
  - Lift one foot at a time off bottom of pool
  - Bend knees and draw to chest
  - Stand, lift head and drop feet to bottom
  - Wading
    - "Riding Around the Rosie"

Cook-outs
- Making cot for sleeping
- Putting away things and clothes
- Setting the table
- "Treasure hunt" (from one marked station to another to find hidden objects)
- Indian ceremonials
- Telling jokes

Camping
- Making one's own lunch
- Planning for nature walks
- Planning costumes for holiday celebrations and other programs

MATERIALS AND RESOURCES

Bibliography of School Camping and Outdoor Education, American Camping Assoc., Bradford Woods, Martinsville, Indiana

Bibliography for Parents and Professionals in the Area of Recreation for the Mentally Retarded, National Association for Retarded Children, Inc., 386 Park Ave. So., New York, New York 10016

Selected Bibliography, Recreation for the Ill and Handicapped, National Recreation Assoc., 8 W. 8th St., New York, New York 10016

Changing Concepts in Recreation for the Handicapped, National Assoc. for Retarded Children, 386 Park Ave., New York, New York 10016

B. W. Carlson and D.R. Ginglendo Play Activities for the Retarded Child, Nashville, Tennessee Press, 1961

MATERIALS:

- Bean bags
- Large balls
- Baseballs
- Pom poms

For more information write or call:

Local: Director of community or municipal Recreation Department

State: Executive Director, State Association for Retarded Children

National:
Chairman, recreation committee
National Association for Retarded Children, 386 Park Ave. So., New York, New York

D. Recreation (Cont.)

SUGGESTED ACTIVITIES

- Learning first aid
  - Knowing materials in first aid kit
- Dressing
  - Kinds of clothing needed for certain occasions
  - Keeping possessions in certain place
- Practicing good safety and health rules
  - Lighting charcoal
  - Putting out fire
  - Using playground equipment
- Songs concerning "time" to arrive; "time" to have nutrition, lunch, rest, play, have certain activities; and "time" to leave
- Stay with assigned group at all times
- Learning what time of day shadows fall and the sun comes up and then goes down
- Making "individual" clocks
- Identification of birds, animals, and flowers
- Planting
- Hoeing
- Spading
- Making of rock and shell collections
- Studying directions by sun dial
- Field trips to:
  - Greenhouse
  - Beaches
  - Marineland
  - Museums
  - Descanso Gardens
- Scouting activities
  - Flag salute
  - Group identification: wearing Scout uniform and badge and camp "T" shirt

MATERIALS AND RESOURCES

Executive Director, American Camping Association, Bradford Woods, Martinsville, Indiana

Chairman, Mental Retardation Committee, Civitan International

Executive Director, National Recreation Association, 8 West 8th St., New York, New York 10011

Comeback Inc., 16 W 46th St., New York, New York

Executive Director, American Recreation Society, 1404 New York Ave., N.W., Washington, D.C.,20005

Executive Director, American Association for Health, Physical Education and Recreation, 1201 16th St., Washington, D.C. 20006

American Junior Red Cross

Boy Scouts of America

Girl Scouts

Campfire Girls

Woodcraft Rangers

Los Angeles County Department of Parks and Recreation

FIELD TRIPS:

See: It's Worth a Visit, Los Angeles City Schools Publication, EC-146, 1960 revision

AREA 7

INDIVIDUAL EXPRESSION

SUGGESTIONS TO TEACHERS FOR PARENT FOLLOW-UP:

Help parents to understand the philosophy of the leisure-time program and the various interests, skills, and abilities developed in this area. It is expected that each person may learn to live and work harmoniously with others; that each will participate with family members in leisure-time activities; that each will practice sportsmanship, both as participant and spectator.

Parents should be encouraged to provide opportunities and space for games and arts and crafts and to show pride in the child by displaying his work on the bulletin board at home. Enrichment of the child's life through outings, field trips, and camping experiences should be suggested, and parents should be helped to realize that many school arts and craft experiences can be engaged in at home. Teachers may assist parents by providing lists of such activities and simplified directions.

Parents always are welcome as interested spectators and also may assist as volunteers in the recreational program.

Suitable after-school activities include swimming, puzzles, checkers, table games, small group quiet games, art and craft media (e.g. clay modeling, crayon work, drawing, finger painting, paper folding and cutting, paste and glue work, simple weaving, spatter printing, stick printing), toy making, scrapbook making, bead work, cookery, and needle work.

Stress the fact that parents can provide opportunities for investigation, exploration, and firsthand contact with the world outside of home and school by means of trips and excursions to art galleries, auto riding for pleasure, and visits to the circus, farms, fairs, La Brea tar pits, library, museums, parks, planetarium and observatory, shopping center, shows, the ocean, and the zoo.

EVALUATION SHEET

AREA 7

INDIVIDUAL EXPRESSION

A. Music

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Shows appreciation of music by listening to songs and records								
Participates in musical experiences by humming and singing								
Sings simple songs								
Sings with records								
Keeps time with rhythm instruments								
Keeps time by clapping, dancing, jumping, skipping, marching, running, and hopping								
Participates in rhythmic dances								
Participates in creative rhythms								
Participates in interpretive rhythms								

B. Arts and Crafts

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Can finger paint								
Can sponge paint								
Uses crayons, paints, and pencils								
Can color printed pictures								
Can model with clay								
Can work with ceramics								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

EVALUATION SHEET (Cont.)

AREA 7

INDIVIDUAL EXPRESSION

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
B. Arts and Crafts (Cont.)								
Can make tiles								
Can use dough								
Can make collages								
Can make mosaics								
Can make prints								
Can weave								
C. Recreation								
Plays in sand box with toys								
Participates in water play								
Uses table games and puzzles								
Can match cards								
Participates in social games								
Participates in musical games								
Participates in organized social games								
Can swim								
Participates in cook-outs								
Participates in Scout activities								
Enjoys camping experiences								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 8

PRACTICAL SKILLS

PROVIDE EXPERIENCES TO DEVELOP CONCEPTS THROUGH THE FOLLOWING:

A. HOUSEHOLD SKILLS

Cleaning
Using equipment
Bed making
Table setting
Laundering
Polishing

B. READINESS FOR VOCATION

Developing good work habits
Developing good work attitudes
Accepting authority
Winning acceptance by peers

C. VOCATIONAL PRACTICE

Participating in occupational training
Sewing
Cooking
Caring for children
Working in industrial arts
Working in job actuality
Maintaining buildings and grounds

D. TRAINING PROGRAM

Practicing custodial duties
Practicing cafeteria duties

A. Household Skills

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Demonstrate techniques of using equipment:

- Broom
- Mop
- Bucket
- Dish sponge
- Table sponge
- Scraper
- Vacuum
- Waxer
- Polisher

Imitate the use of the above equipment and perform appropriate chores using the equipment

Learn the steps necessary in washing and drying dishes

Participate by observing, imitating, and giving limited assistance, under teacher supervision (See Sample lesson plan steps)

Demonstrate bed-making practices:

- Assist with removing bedclothes
- Make bed, with assistance
- Practice bed-making, in appropriate circumstances

Demonstrate table setting:

- Observe
- Imitate
- Assist
- Practice, in appropriate circumstances

Demonstrate laundering techniques:

MATERIALS AND RESOURCES

MAGAZINES:

Better Homes and Gardens

House Beautiful

Sunset

BULLETINS:

National Dairy Council

FILMSTRIPS:

"Janet Helps Mother"
P-15, Set 1

MATERIALS:

- Cups and saucers
- Spoons, forks, plates, knives
- Regular iron, ironing board
- Small tub and washboard
- Vacuum cleaner, carpet sweeper
- Stove, table, cooking utensils
- Scissors, a bed and bed clothes

TRIPS:

Los Angeles City Schools:

See: It's Worth a Visit, Publication, No. EC 146, 1960

MATERIALS:

- Cardboard cartons
- Plastic foam
- Burlap - felt
- Aluminum foil
- Cellophane
- Shelf paper
- Cooking utensils
- Glassware - dishes

A. Household Skills (Cont.)

SUGGESTED ACTIVITIES

Observe
Assist, with supervision
Practice

Demonstrate sorting groceries:

Observe
Assist
Practice, whenever appropriate

Demonstrate miscellaneous household chores:

Clean tables
Clean sinks
Sweep floor
Store toys
Store materials

Pantomime cleanup activities
Engage in actual cleanup

Learn how to use mop, bucket, and soap powders and practice using them

Demonstrate proper care of trash can: washing, lining, preparing trash, and closing lid

Serve guests at school and home:

Prepare refreshments: sandwiches and lemonade, cookies and tea, gingerbread and hot chocolate, stuffed dates, fruit candy, fudge, popcorn balls

Arrange flowers and make table decorations

MATERIALS AND RESOURCES

MATERIALS:

Broom
Mop
Bucket
Soap powder
Trash can
Trash can lid
Trash can lever

GUIDES:

Art, (K-2) An Instructional Guide

B. Readiness for Vocation

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES

The teacher initiates, guides, and, when necessary and appropfiate, participates in such activities and experiences for the children as the following:

Discuss qualities necessary for holding a job:

See: Suggested resources, Area 6, Social-Emotional Development

- Work habits
- Work attitudes
- Acceptance of authority
- Friendliness
- Cooperation
- Interest
- Self-control
- Regularity of attendance

Review Area 6, Social-Emotional Development

Role-play different jobs, such as:

- Child care
- Building maintenance
- Laundering
- Household service
- Food handling
- Care of sick
- Auto washing

Practice in appropriate settings, ways of holding such jobs as:

- School cafeteria worker
- Custodial assistant
- Pre-school helper
- Officer worker
- Teachers' aide

Engage in periods of work-training to receive directions, supervision, and experience in tasks similar to those necessary for the above-mentioned jobs

MATERIALS:
- Balance scales
- Platform scales
- Shrink sealer
- Paper sealer
- Kraft envelope sealer and vise

Practice assembling, disassembling, envelope stuffing, packaging, shipping and receiving, sorting, and stapling

B. Readiness for Vocation (Cont.)

SUGGESTED ACTIVITIES

Discuss and role play:

- Getting to and from work
- Performing all regular assigned activities on the job
- Getting started on time
- Cleaning up

Practice sorting (Color - Size - Shape)

- Sort crayons,pegs, cloth swatches, construction paper
- Sort squares, circles, triangles, etc., cut from contruction paper, felt, or tagboard
- Sort coins, screws, nails, washers buttons
- Use cupcake pans or compartmented boxes for sorting

Counting:

- Put four matching buttons in each sandwich bag
- Put a bolt, washer, and nut in each package

Wrap boxes of various sizes in brown paper, folding each corner properly

Staple head, arms, and legs to body of paper gingerbread boy

Make coloring books; assemble one each of six ditto pictures, cover with construction paper, and staple edge in three places

Fold over opening of packaged sandwich bag and secure with two staples

Assemble and staple notices for office

Make decorative paper chain by stapling each successive loop

MATERIALS AND RESOURCES

MATERIALS:

- Crayons
- Cloth
- Construction paper
- Felt
- Tagboard
- Assorted buttons
- Assorted boxes
- Staple gun
- Poster paper

C. Vocational Practice

SUGGESTED ACTIVITIES

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

Demonstrate sewing techniques and practice:

- Using correct posture and lighting
- Using thimble, gauges and scissors
- Placing of pins
- Basting, even and uneven
- Using the sewing machine: threading, winding the bobbin, stitching, and overcoming position difficulties
- Hemming, hand and machine, measuring, trimming
- Making plain seams
- Placing a simple pattern on material
- Making a cooking outfit (cap, apron, pot holder, towel)

Demonstrate sewing equipment and practice care of:

- Sewing equipment
- Sewing machine
- Electric irons and cords
- Shears, needles, pins, and crochet hooks
- Furniture

Demonstrate clothing and practice its use:

- Using buttons, zippers, and shoes
- Telling right from wrong side of clothing

MATERIALS AND RESOURCES

MATERIALS AND EQUIPMENT:

Sewing box contents:

- Short pencil
- Six-inch ruler
- Two measuring gauges
- Tape measure
- Pins, needles, pin cushion
- Thimble, scissors, thread
- Tailor's chalk, small box for small supplies

Sewing room equipment:

- Sewing machine
- Mirror
- Cutting table
- Ironing equipment
- Lockers
- Pattern paper

C. Vocational Practice (Cont.)

SUGGESTED ACTIVITIES

- Learning correct shoe for each foot by matching
- Lacing shoes
- Tying bow

Practicing neatness in caring for clothes

Demonstrate care of clothing and practice:

- Removing and storing clothing when entering the room
- Getting ready for rest at rest periods
- Putting on and removing wraps for play periods and at dismissal time

Develop color sense by:

- Matching articles of clothing with a given color
- Matching colors to colored pictures
- Coloring pictures according to directions

Study clothing, using stories and illustrations; distinguish between:

- Clothes for school
- Clothes for play
- Clothes for different seasons and climates
- Clothes for special occasions
- Underclothing: kinds, care, amount
- Night clothes
- Clothing worn by boys
- Clothing worn by girls

MATERIALS AND RESOURCES

MATERIALS:

- Zipper form boards
- Button form boards
- Wooden shoe for lacing
- Colored disks

C. Vocational Practice (Cont.)

SUGGESTED ACTIVITIES

Discuss correct clothing for various uses

Study color combinations

Select clothes that are personally becoming

Try out personally becoming colors

Show respect toward clothing of other persons

Demonstrate and practice sewing by hand:

- Threading a needle
- Knotting thread
- Basting
- Sewing buttons
- Hemming
- Making different types of stitches, such as catch, blanket, whip, running, overhand cross-stitch
- Gathering
- Using hole punched sewing cards
- Making hooked rugs
- Crocheting:
  - Types of stitches; their names and abbreviations
  - Use of different types of needles to adjust
  - Sizes and types of yarn

- Embroidering
  - Basic stitches
  - Advanced stitches
  - Color words

MATERIALS AND RESOURCES

MATERIALS:

Cut-out paper dolls and clothes

Doll clothes

Baby clothes

Commercial catalogues

Magazines:

McCalls
Parents
Glamour

Pattern catalogues:

McCalls
Simplicity
Vogue
Advance
Seventeen

(These catalogues may be obtained from J.C. Penney and Co.)

BOOKS:

Irene E. McDermott & Florence W. Nicholas *Homemaking for Teenagers*. C.A. Benne Co., Peoria, Ill., 1951

C. Vocational Practice (Cont.)

SUGGESTED ACTIVITIES

Demonstrate and practice sewing by machine:

- Threading
- Filling bobbin
- Sewing simple seams
- Tying seams
- Using attachments, such as tension, needle, lever, etc
- Caring properly for machine
- Using no needle or thread,practice proper method of threading
- Using needle without thread, practice stitching on lined paper
- Learning how to thread the machine (red nail polish can be used to number the proper sequence for threading)

Practice sewing on threaded machine:

- Stitching on one piece of cloth, following a drawn line
- Stitching two pieces of cloth together to form a seam
- Making a simple garment: apron, cloth bag, slippers

Participate in activities related to cooking:

- Visit the school kitchen
- Demonstrate personal cleanliness and sanitation in food handling
- Display measuring cups and spoons
- Plan for a breakfast at school

MATERIALS AND RESOURCES

MATERIALS:

Make color swatches for the girls to experiment with before a mirror

Sewing machine and attachments

BOOKS:

Gag, Wanda. Wanda Gag's Story Book
Leaf, Munro. The Watchbirds
Lenski, Lois. Benny and His Penny
Milne. When We Were Very Young

C. Vocational Practice (Cont.)

SUGGESTED ACTIVITIES

Buy and store food

Prepare, cook, and serve food

Discuss breakfast menus

Practice cleaning, preparing, cooking, and storing of:

- Fruit
- Cereals - hot and cold
- Beverages - cocoa and tea
- Toast and hot breads

Demonstrate packing a lunch box, including:

- Thermos foods - soup and drinks
- Sandwiches - breads, spreads and fillings
- Snacks - raw vegetables, pickles, nuts
- Salads
- Desserts - fruit, cookies,puddings, and custards

On Serving, see: A. Table Setting, and C. Cooking

Begin Child Care unit with caring for dolls

Practice washing and ironing: hand-wash doll clothes, towels, placemats, and other small articles:

- Wash with soap and warm water
- Rinse properly

- Starch

MATERIALS AND RESOURCES

BULLETINS:

Cereal Institute Bulletins
Children's Bureau, U.S. Dep't. of Labor.
"The Road to Good Nutrition," Evaporated Milk Association, Chicago
"The Lunch Box and Planning Lunches for the School Child," Wheat Flour Institute Bulletin
University of California Extension Service bulletins on fruits, milk, and eggs

U. S. Dep't. of Agriculture Publications:
1674F "Food for Children,"
1778F "Fabrics and Designs for Children's Clothes"

MATERIALS:

Lunch box

Slicing knife, spatula, bowls, waxed paper, paper sack, napkins, string, and thermos bottles

Boy and girl dolls, about three feet tall

Clothing for the dolls should include:

1. Underwear: shirt, panties, and slip for the girl; shorts and shirt for the boy
2. Dresses: one with buttons, one with snaps

SUGGESTED ACTIVITIES

Dress dolls appropriate to time of day:

- Clothes for sleeping
- Clothes for appropriate weather

Listen to stories about children

Role-play: Father, Mother, Family

(See Area 3, Home and Family)

Make a scrapbook about Baby

Practice storage of doll clothing:

- Soiled clothing in separate hamper
- Clean clothing sorted and stored

Develop concepts of time:

- Time to arrive
- Time for feeding
- Time for nap
- Time to go home
- How many hours was I there?
- (See Area 3C)

Demonstrate proper order for putting on clothing

Demonstrate proper order for undressing

Assemble articles of children's clothing. Have children select a garment and report what has been selected:

- Is it right side out?
- Is it for day or night?
- Is it for a warm or cool day?

Demonstrate small amount of food to be presented to baby

MATERIALS AND RESOURCES

3. Nightgown and a set of pajamas with strings for tying
4. Slip on sweater and cap
5. Coat and hat
6. Shoes: a pair of slippers with button or buckle, and shoes with laces
7. Jeans with zipper

(Buy children's clothing that is easy to handle)

Training boards, using:

- Zippers
- Buttons
- Snaps
- Shoe laces

Storage container
Clock
Crib and doll clothes
Hamper
Baby dishes and silver
Bibs, napkins

COMMUNITY RESOURCE:

Gem, organization may be contacted through Y.M.C.A.

SUGGESTED ACTIVITIES | MATERIALS AND RESOURCES

Use life-size doll and demonstrate proper feeding with jar of baby food

Discuss amounts of food for younger children

Demonstrate use of bibs and napkins

Discuss and demonstrate clean-up of self and child, before and after eating

Work for a time each day with pre-school children, if arrangement can be made with pre-school teacher (One or two girls may be allowed to do so)

Ask the smallest children to select a "buddy" for nutrition, rest, etc., and follow with classroom evaluation:

- Did I wash my hands before and after child-care?
- Did the child seem to like me?
- Did we have fun together?
- Will I be asked to help again?
- Did we have any accidents?

Make "Safe" and "Sorry" boxes, perhaps using two shoe boxes

Gather articles: bean bag, harmonica, ballons, clothes pins, empty spools, pipe cleaners, etc.:

- Discuss each article and place it in a box marked "Safe" for a child's play toy
- Place knives, scissors, pins, medicine, matches, etc. in a "Sorry" box, to be kept out of reach of smaller children

C. Vocational Practice (Cont.)

SUGGESTED ACTIVITIES

Learn to amuse younger children with:

Simple songs - stories
Poems - nursery rhymes - jingles

Develop awareness of needs of younger children through discussion:

Did we laugh and play together?
Did the child seem happy?
Did the child seem to like me?
Did we have any accidents?

Discuss ways to prevent accidents

Discuss what we do should an accident arise

Discuss what things we enjoyed together

Learn about and practice proper use of tools:

Learn about the tool cart

Discuss the best place for storage of tools and organize work area

Take a tool from the cart and replace it

Identify tool and discuss proper way to carry it

Manipulate C-clamps of various sizes; match and compare

Attach to saw-horse, identify

Demonstrate proper way to carry saw-horse, stacking and storage

Look around room to find things made from wood

Look out the window: what was seen on the way to school?

Discuss what things at home are wooden

Discuss where wood comes from

Sort and store blocks by size

Sort and store wood

MATERIALS AND RESOURCES

MUSIC:

"Ring Around the Rosy"
"London Bridge"
"Farmer in the Dell"
"Here We Go Round the Mulberry Bush"

SOUND MOTION PICTURES:

"Let's Think and Be Safe," Portafilms, Public Safety Dept. Automobile Club of Southern California

GUIDES:

Industrial Arts Instructional Guide, K-6, 1963, EC 150, 49-50

Industrial Arts Guide, 27

SOUND MOTION PICTURES:

"The Lumber Yard," Fsd 674-9

"Let's Build a House," Fsd. 693-3

"Wood Construction for Beginners," Fsd 684-9

C. Vocational Practice (Cont.)

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Handle and feel a piece of wood	"Pipes in the House," Fsd 696-1
Notice the grain and where it is smooth and where it is rough	"Simple Machines: The Inclined Plane Family," Fsd 531.8-4
Smooth the rough corners and end grain of wood with a sandpaper block	
Align wood on sawhorse and attach with C-clamp	
Smooth the edges and ends of scrap wood	
Sand flat surfaces of the wood with the grain (the long way)	
Notice the difference between medium and fine sandpaper and discuss why we need two kinds	"Machines Do Work," Fsd 531.8-3
	"Building a House," Fsd 690-1
Discuss the need for a safety block	GUIDES:
Paint end of block with red water-soluble paint	Industrial Arts Guide 1962, pp. 27, 28
Align safety block with clamped wood on sawhorse	
Learn about the saw as a cutting tool	
Name other tools that cut	
Withdraw the saw from cart, gently feel the teeth and describe how it feels;("It feels sharp.")	
Carry a saw close to side; put it under sawhorse whenever not in use	
Learn about and show the class the correct body position for sawing	
Make a starting cut and cut on the line drawn by teacher	

C. Vocational Practice (Cont.)

SUGGESTED ACTIVITIES

Mark a cutting line on wood, using an existing safety block as a pattern

Secure wood to sawhorse with a C-clamp

Place red end of safety block on marked line

Practice safe saw techniques:

- Sawing wood with crosscut saw
- Carrying saw correctly and replacing it in tool cart

Move from these experiences to such projects as making note holders, pencil holders, birdhouses, and other simple wooden items

Sort nails according to size

Drive nails into a block of wood, using claw hammer

Draw nails

Draw nails, using block to increase leverage

Select proper nail for specific job: teacher demonstrates and assists

Mark wood, using a sample sanding block as a pattern

Lay out proper measurements

MATERIALS AND RESOURCES

Industrial Arts Guide, 1962, pp. 27, 53

SOUND MOTION PICTURES:

"Woodworking" Fsd 684-5

"H and Sawing," Fsd 694-6

"Wood Finishing," Fsd 698.3-1

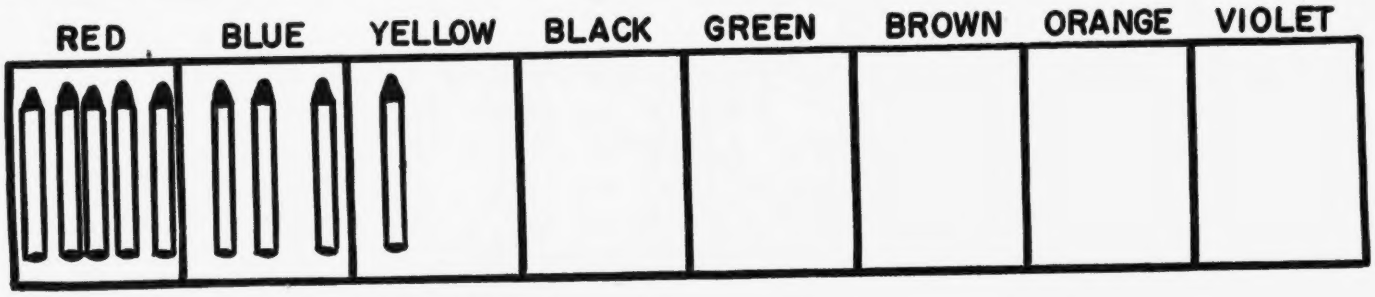
FILMSTRIPS:

"Simple Machines," Set 3 ES-2

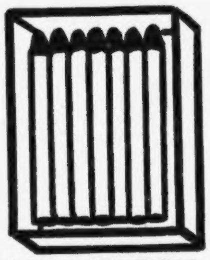
JOB ACTUALITY - Packaging Crayons

ABILITY DESIRED	PUPIL ACTIVITY	MATERIALS
Packaging Color discrimination Sorting	Take one box Put one crayon of each color in box, with all points at the top Put lid on box Do all of the boxes, keeping them in a neat stack (sorting) Distribute crayons back into tray according to color	Eight boxes crayons, refills, large (1 box each color) Tray with eight compartments or eight separate boxes

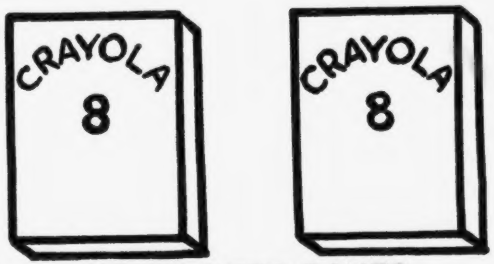
SAMPLE


RED
BLUE
YELLOW
BLACK
GREEN
BROWN
ORANGE
VIOLET

TRAY OF SORTED CRAYONS



PACKED BOX

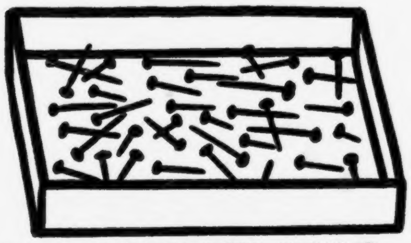

CRAYOLA
8
CRAYOLA
8

COMPLETED BOXES

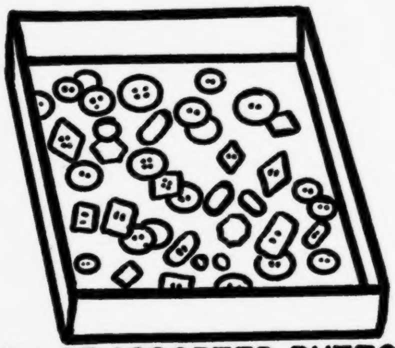
JOB ACTUALITY - Hand Visual Sorting

ABILITY DESIRED	PUPIL ACTIVITY	MATERIALS
Sorting	Pick up each nail	One lb. each of: 6d box nails
Visual discrimination of size, color, length, shape	Match it with the nails in the tray and put it with the one that is the same	4d box nails 3d blue lath nails 2d blue lath nails
		Other items for sorting: Washers Nuts
	Bolts	Bolts Screws Crayons Buttons Paper fasteners
		Container for assortment
		Compartmented containers

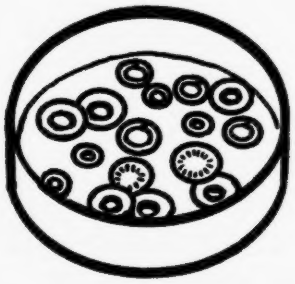
SAMPLE



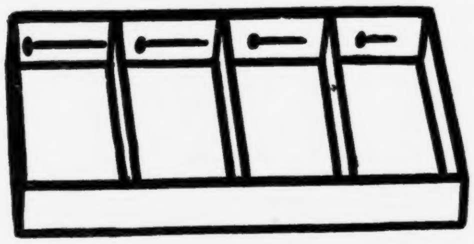
BOX OF ASSORTED NAILS



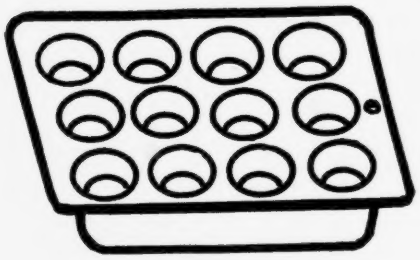
BOX OF ASSORTED BUTTONS



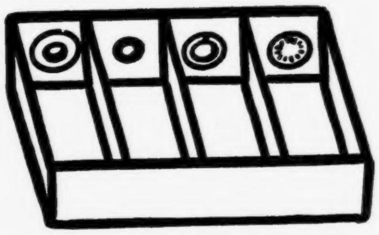
CAN OF ASSORTED WASHERS



BOX FOR SORTED NAILS



CUPCAKE PAN FOR SORTING BUTTONS

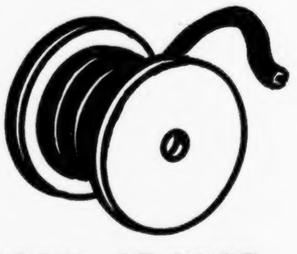


BOX FOR SORTED WASHERS

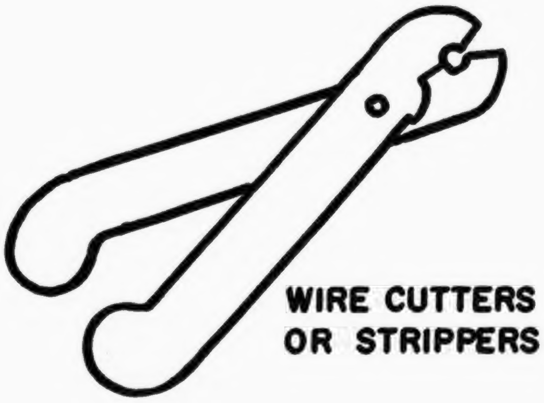
JOB ACTUALITY - Wire Cutting and Stripping

ABILITY DESIRED	PUPIL ACTIVITY	MATERIALS
Wire cutting Wire stripping Manipulation of small hand tools Safe use of sharp tools	Cut off a piece of wire 8 in. long Mark the wire 1 in. from each end Put the mark in the notch in the wire strippers Gently squeeze cutters and pull on long end of wire until 1 in. of covering comes off (Read and/or study pictures, Exploring Science TWO, Thurber, Allyn & Bacon p. 92	Wire, magnet, plastic insulation, #22 Telephone wire Wire strippers Cutting nippers Cutting pliers Scissors

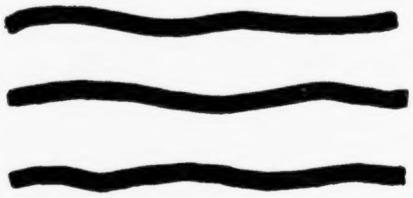
SAMPLE



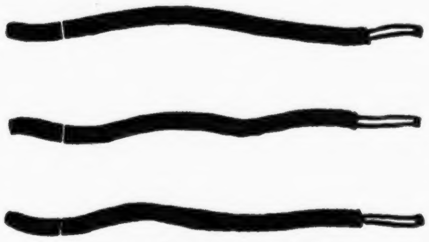
SPOOL OF WIRE



WIRE CUTTERS OR STRIPPERS



8—INCH PIECES OF WIRE



STRIPPED WIRES

C. Vocational Practice (Cont.)

The following activities were developed with a class of multi-handicapped children ranging in age from 11 to 16 years and with rated I.Q.'s from 41 to 74.

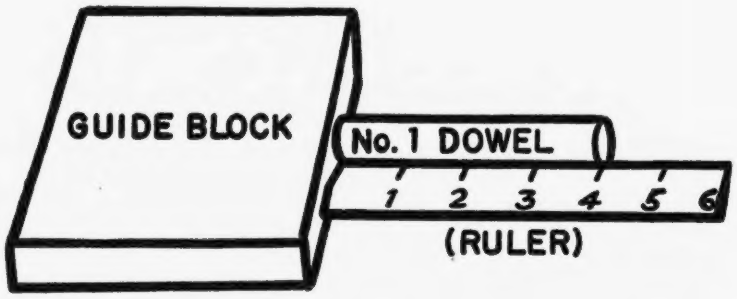
Their limited capacity for academic accomplishment exempts such children from entering the high school for the handicapped; therefore, they will remain in the elementary classroom until 18 years of age, the legal age for school termination.

The hope of future placement for these young men and women appears to be in the Sheltered Workshops, a program open to them if they can meet the entrance requirements involving abilities and social adjustment.

JOB ACTUALITY - Measuring Lengths of Dowel

ABILITY DESIRED	PUPIL ACTIVITY	MATERIALS
Measuring (Take each child as far as he can go. Start with even inches. Progress to ½" and ¼" for those who are capable)	Line up end of dowel #1 with end of ruler Use block as guide What number is next to the end of the dowel? Write this number in #1's space on the list (Or give answer orally)	Block of wood Ruler or tri-square Ten lengths of ¼" dowel, cut at exact inches 1", 2", 3", etc. For advanced lessons - 1½", 2½", 3½", etc. Numbered lists Number each piece of dowel, not consecutively

SAMPLE



LIST

1. 4 in.

2. ____ in.

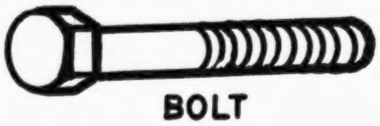
3. ____ in.

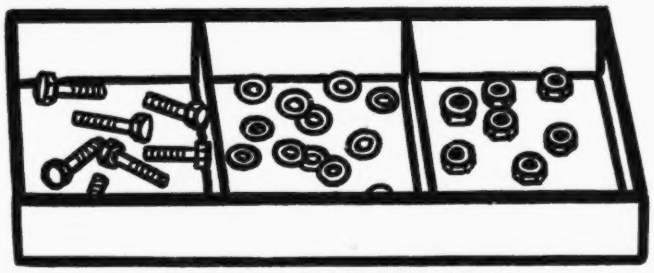
4. ____ in.

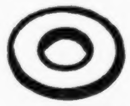
JOB ACTUALITY - Bolt, Washer, and Nut Assembly

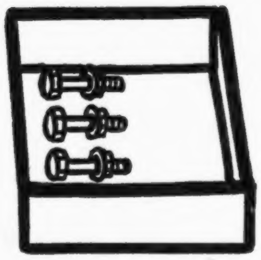
ABILITY DESIRED	PUPIL ACTIVITY	MATERIALS
To assemble bolt, washer, and nut quickly and in correct order Visual and/or tactile discrimination Digital dexterity Packing	Pick up one bolt Put one washer on it Screw on one nut as far as it will go Put assembly neatly in box Do them all, putting them in the box, all facing the same way Put lid on box	Ten bolts with appropriate washers and nuts Compartmented box or cupcake tin Small box with lid for packing finished assemblies

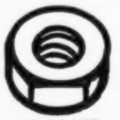
SAMPLE

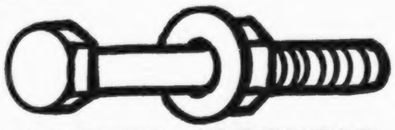

BOLT


COMPARTMENTED BOX


WASHER


BOX FOR PACKING


NUT


COMPLETED ASSEMBLY

Additonal Activities

1. Assembly-line envelope stuffing
2. Assembling of plastic toys
3. Repair of dolls
4. Packaging of parts in plastic bags
5. Electrical cord and plug assembly
6. Assembly of water faucet, from exploded drawing
7. Use of flat file on hard and soft metals
8. Manual burring

Areas of vocational training which provide service to the school:

Weekly Readers and Other Publications
  Handling, sorting, taking orders; filling orders, distribution

Office Assistance
  Stapling, organizing supplies, inventory, mimeo

Culmination of Agriculture
  Harvesting; processing; handling; selling cabbages, beans, radishes, carrots

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Maintenance:	
Clean floors, wash woodwork, clean tables, desks, chairs, and sink	
Sweep walk and hall near classroom	
Rake leaves in yard near classroom	
Keep sand around sandbox swept up	
Grounds:	
Participate with entire class in lawn-raking lesson	
Two children maintain this job, rotating with others at weekly intervals	
Sweep walks and halls with push broom	
Maintain this job as custodial assistant, on a rotating basis	

D. Training Program

Appreciation is expressed to Frank L. Greenwood, superintendent, Lowell Joint School District; and to Chester Taft, Whittier School District; and to Bernard Lazar for permission to use the following excerpted materials:

ON-CAMPUS T.M.R. OCCUPATIONAL TRAINING PROGRAM
CLASSIFIED PERSONNEL TRAINING PROCEDURES

Children should be selected on the basis of self-reliance and need to apply classroom instruction in a working situation.

The teacher is directly responsible for the pupil on the job. He should be ready to assist the custodian in areas of direction, and should see that the custodian and cafeteria workers are aware of the guidelines given below.

The teacher is directly charged with the safety and well being of the pupil while on the job and should consult frequently with him and the training workers.

INTRODUCTION TO THE TRAINING PROGRAM: CUSTODIAL

While working with trainees, custodians will find that they learn quite slowly. Once they have learned their specified job, however, they do quite well.

While the trainees are working, immediate corrections should be made. After the trainee has been corrected, the custodian should not allow an error to continue if it is repeated. Custodians should make a written notation of persistent poor work habits and/or skills, and discuss the problems with the child's teacher

Recommended Methods of Giving Directions to Trainees

As a guide, custodians should use the following methods of giving directions:

Walk to the designated area as you explain the work that is to be accomplished, and show by hand how it is to be done.

While giving directions, advise the trainee to watch your hands as you explain the job.

After being given an assignment, a trainee may say he understands what he is supposed to do; however, these children rarely admit to being confused by directions.

Do not give more than three directions at one time.

D. Training Program (Cont.)

Avoid interference while the trainee is doing a specified job, unless there is an emergency and a change in directions is necessary.

Procedures in Giving Directions, Including Some Typical Tasks for Trainees

TASK: Fill pail with soap and hot water.

1st Step: Direction - "Fill one cupful of liquid soap." (Have trainee carry out task.)

2nd Step: Direction - "Pour soap in pail." (Have trainee carry out task.)

3rd Step: Direction - "Fill pail up to this level with hot water. Bring pail with soap and hot water back to this place." (Show trainee which faucet contains hot water and to what level to fill the bucket. Have trainee carry out tasks.)

TASK: Mopping.

1st Step: Direction - "Look at my arms and hands while I am using the mop."

2nd Step: Direction - "Now look at the mop."

3rd Step: Direction - "Now you use the mop." (Make corrections. Emphasize use of wrists in preference to turning shoulders and body.)

Directions To Be Avoided

Custodians should avoid giving the following or similar directions:

"Move tables to the left." (The direction "left" means little to most of these children. Walk over to designated direction.) Similar words explaining location, (as top, bottom, front, rear, side, etc.) should be avoided.

"Pour some polish on rag." (A trainee is likely to empty the entire bottle on the rag.)

"Dust every other table." "Sweep every third aisle." (Avoid directions that might lead to confusion if the trainee does not know the meaning of "every other" or "every third". (Please explain location by walking over to designated area or pointing to object.)

"Wash the basin, but first change the light in the toilet room." (Give additional direction after first task is completed. Avoid switching directions.)

D. Training Program (Cont.)

Recommended Types of Work for the Beginning Trainee

Dusting

Custodial assistants can be trained to work with the custodians in many dusting operations

Jobs	Tools
Desks	Dust cloth and feather duster
Tables	Dust cloth
Chairs	Feather duster
Doors	Dust cloth
Inside window sills	Dust cloth
Outside window sills	Hand brush or feather duster
Fire equipment	Cloth
Desk irons	Dustless mop
Maps	Feather duster
Clocks	Dustless mop
Upholstered furniture	Whiskbroom or vacuum
Lights	Cloth
Ceilings	Ceiling broom or dustless mop
Walls	20" sweeping brush

Most of the jobs can be performed by the trainee working along with the custodian. It is desirable for the trainee to have the same or similar tools.

Cleaning Chalkboards and Chalk Trays

Custodians can teach the trainees by demonstrating as follows:

Take erasers, one in each hand, and erase all chalk marks on board using a circular motion. Demonstrate several times before the trainee carries out the job.

Brush chalk pieces and chalk dust from tray into box.

Take erasers out and clean. Be sure to demonstrate procedure in cleaning.

Return the erasers to the place where you picked them up.

INTRODUCTION TO THE TRAINING PROGRAM: CAFETERIA

Children who are selected from special classes to train with classified personnel will be in a laboratory environment, applying what they have learned in the classroom.

While working with trainees, the personnel will find that they learn quite slowly. Once they have learned their specified job, however, they do quite well.

In these pages, many recommended jobs are listed. Personnel will discover that the trainees can do a variety of additional tasks,provided that these are not too involved.

While trainees are working, immediate corrections should be made by the personnel. After the trainee has been corrected, personnel should re-explain the job and should not allow an error to continue if it is repeated. Personnel should make a written notation of persistent poor work habits and/or skills, and discuss the problems with the child's teacher.

When a trainee is doing his job well, he should be praised. It is also good policy to submit written notations of consistent accomplishments to the child's teacher.

Recommended Methods of Giving Directions to Trainees

As a guide, cafeteria personnel should use the following methods of giving directions:

Walk to the designated area as you explain the work that is to be accomplished, and show by hand gestures how it is to be done.

While giving directions, advise the trainee to watch your hands as you explain the job.

After being given an assignment, a trainee may say he understands what he is supposed to do; however, these children rarely admit to being confused by directions.

Do not give more than three directions at one time.

Avoid interference while the trainee is doing a specified job, unless there is an emergency and a change in directions is necessary.

Procedures in Giving Directions, Including Some Typical Tasks for Trainees

TASK: Fill pail with soap and hot water for cleaning tables

1st Step: Direction - "Fill one cupful of liquid soap." (Have trainee carry out task.)

D. Training Program (Cont.)

2nd Step: Direction - "Pour soap in pail." (Have trainee carry out task.)

3rd Step: Direction - "Fill pail up to this level with hot water. Bring pail with soap and hot water back to this place." (Show trainee which faucet contains hot water and to what level to fill the bucket. Have trainee carry out tasks.)

TASK: Cleaning tables.

1st Step: Direction - "Look at my arms and hands while I am using the sponge."

2nd Step: Direction - "Now look at the sponge."

3rd Step: Direction - "Now you can use the sponge." (Emphasize circular motion.)

Directions To Be Avoided

Kitchen personnel should avoid giving the following and simlar type of directions.

"Move trays to the left counter." (The direction "left" means little to most of these children. Walk over to designated direction.) Similar words explaining location (as top, bottom, front, rear, side, etc.) should be avoided.

"Pour some detergent into the pail." (A trainee is likely to empty the entire bottle into the pail.)

"Take ice cream from the freezer." (Avoid directions that might lead to confusion. Please explain specified object or location by walking over to designated area or pointing to object. Trainee may be unable to distinguish between freezer and refrigerator.)

"Wash the sink, but first change the light." (Give additional directions after first task is completed. Avoid switching directions.)

Recommended Types of Work for the Beginning Trainee

Cafeteria assistants can be trained to work with personnel in many operations:

Obtaining specific supplies of preparation

Placing napkins and straws on trays

Stacking incoming supplies

D. Training Program (Cont.)

Stacking and placing trays

Placing entrees, etc., on trays

Handing out milk and ice cream

Washing tables

Cleaning and scraping trays, pans, etc.

(Trainees have had a great deal of experience in the cleaning of sinks.)

Operation Steps:

Immerse cloth in cleaning solution and partly wring out.

Apply to area around sink and faucets, working dirt loose with same cloth.

Rinse area with clean water.

Dry area and polish with dry cloth.

Safety Reminders

Trainees must be taught that a great deal of the equipment in the cafeteria can be quite hazardous. Examples of such items are meat grinders, dishwasher, utensils, and many items being prepared on the stove. The teacher of special education should be notified if frequent acts of carelessness occur.

Sanitation Reminders

Naturally, a great deal of emphasis should be placed upon sanitation in the cafeteria. Trainees should be made aware of the need for good sanitation practices in regard to individuals, equipment, and supplies. Teachers of special education should be notified of frequent violations in regard to sanitation practices. Certainly there are a number of jobs outside the recommended areas of assistance which can be performed by trainees. Personnel should use their own discretion concerning additional tasks to be performed.

Cafeteria personnel will find that many of the trainees lack certain speech development and understanding, and that in training assistants it is necessary to use certain words unfamiliar to the trainee. It will be helpful, therefore, for personnel to make a written notation of words unfamiliar to the trainee and present a list to the teacher of special education.

D. Training Program (Cont.)

Following are a few of the words that trainees can be learning in the classroom. If any of the following words are involved in directions, personnel should explain and demonstrate the meanings of the words.

Scrape
Freezer
Walk-in
Refrigerator
Dishwasher
Meat grinder
Storage room

AREA 8

PRACTICAL SKILLS

SUGGESTION TO TEACHERS FOR PARENT FOLLOW-UP:

Review objectives of the program with parents and together project realistic vocational possibilities for the pupil.

A full description of the Practical Skills program should be given. This may be done at conference times or by means of pre arranged classroom visitation. In this way, the parent may be able to see ways in which he can bring the child opportunities at home to make use of his new experiences and skills.

If you have followed the suggestions in the previous areas of this guide, you have been consistently pointing up the fact that the trainable retarded child is an individual with capabilities which can be developed. Remember to impress upon the parents the fact that slow and careful planning will allow the child to grow up to personal maturity enabling him to live a full life in his home and, hopefully, in the community.

PARENTS' BIBLIOGRAPHY

American Red Cross Home Nursing Textbook, Doubleday: New York, New York, 1963, Seventh Edition.

Barclay, Marion S. and Champion, Frances, Teen Guide to Homemaking, McGraw-Hill: San Francisco, 1961

Shusy, Rebekah M., Ed.D., Woods, Elizabeth L., Ph.D., Young, Esther Mason, M.A., Learning About Children, J.B. Lippincott: Chicago, 1958.

McIntosh, Edna Mae, Nutritionist, Gerber Products Company, Fremont, Michigan 'Sitting' Safely, 1960

MATERIALS AND RESOURCES

American Institute of Baking
400 E. Ontario Street
Chicago, Illinois
(Send for complete kit, state age of group, and how many. For TMR, use the pictures intended for the food mobile, mounted on cardboard.)

Standard Brands, Inc.,
625 Madison Avenue, New York, 22, N.Y.
"This Thing Called Yeast," Baker's Yeast

National Dairy Council, 1111 N. Canal Street, Chicago 6, Ill.
(Good kit at primary level for dairy unit "We All Like Milk" Animal mothers and babies.
Excellent posters -- "Child Feed Posters"
Excellent small posters "Milk Made the Difference")

Kellogg Co., Battle Creek, Mich.
"Foods for Growing Boys and Girls"

Sunkist Growers Assn., Box 2706 Terminal Annex, L.A. 54, Cal.
(Illustrated material about citrus industry. Posters for health and food value of citrus fruits.)

General Mills Inc. Ed. Services
9200 Wayzota Blvd., Minn. 26, Minn.
(Primary and Secondary - pictorial materials
Posters, charts, pictures.)

Grooming -- Ed. Service Dept., B-M
Briston-Meyers Products, Div. 45
Rockefeller Plaza, N.Y. 20, N.Y.
(Posters, wall charts and pictures
Excellent -- "Grooming for the Job")

Kraft Food Co.,
500 Peshtigo Ct., Chicago, Ill.
(The World of Cheese (small)
Chart, Nutritional Value Cheese)

Ann Pillsbury, Pillsbury Mill
Minneapolis, Minn.
(Rolls and Bread -- Charts)

Calavo Growers of California
Box 3486 Terminal Annex,
L.A. 54, California
(Large colored pictures of avacados and pictures of ways of preparing.)

Teacher made lacing boards (made of peg board)

Cardboard with pictures and labels from bread, cheese, etc.

Betty Crocker's Picture Cook Book, $4.95

Met. Life Ins., School Health Bureau
600 Stockton Street., San Francisco 10, California
("Three Meals a Day")

EVALUATION SHEET

AREA 8

PRACTICAL SKILLS

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
A. Household Skills								
Can dust classroom furniture								
Can sweep the floor								
Can pick up papers and put them in garbage cans								
Can care for household equipment; mops, brooms, buckets, etc.								
Can make a bed								
Can set a table								
Can wash towels, cloths, and other items in a washing machine								
Can polish furniture and silver								
B. Readiness for Vocational Experiences								
Pays careful attention to directions								
Is neat and orderly in use of materials								
Gets down to work quickly								
Asks for help only after doing his best								
Strives to complete assigned jobs								
Accepts criticism without becoming confused or angry								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

EVALUATION SHEET (Cont.)

AREA 8

PRACTICAL SKILLS

C. Vocational Experiences

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Participates in occupational training: cafeteria, custodial, etc.								
Participates in industrial arts (Woodworking and contruction)								
Can sew simple hems and seams								
Can make aprons								
Can follow simple patterns								
Can prepare foods to be cooked								
Can cook simple foods (eggs, frozen foods, beverages, soups)								
Can assist with child care								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREAS 1 - 8

CORRELATED UNIT OF STUDY

The work in all eight areas of the program is closely related. On the following pages, ways are suggested in which activities could be used to relate several areas.

Teacher suggestion for modifications or additions to this section will be especially welcomed.

AREAS 1 - 8

CORRELATED UNIT OF STUDY

The teacher initiates, guides, and, when necessary and appropriate, participates in such activities and experiences for the children as the following:

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Word recognition: Boys, girls	Pictures of boys and girls. Boxes with pictures of boys and girls on front
Place pictures of boys and girls in boxes with the appropriate picture	
Own first name	Envelopes with first name
Place envelope with first name in box with picture and word "boys" or "girls"	
Take turns	Large rubber ball
Related activity:	
"Call ball" --First names "Chalk board game--Who am I?"	
Money: nickel, 5 cents, five pennies	Chart with five pennies and nickel glued to it
Sort money and place 5-cent piece or five pennies in envelopes	Sign "Milk" Clean, empty cartons Pennies and nickels
Buy and sell milk	
Right hand and corner	Paper (colored) 12 x 15" mats with first name printed in L corner. Same milk cartons, crayons, and pencils
Place right hand on right-hand corner of paper (upper) and fold down small corner	
Name	
Place carton near folded corner and draw around it. Print name in left-hand corner on or under name printed by teacher	
Self help and taking turns	Milk, straws,plate of crackers
(get own milk and straw from counter and place on mat on marked corner. Open own carton. Pass crackers at table)	Teacher demonstrates

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Language arts	
Talk, with encouragement, about kinds of crackers enjoyed. Look in cupboard and find several kinds of crackers	At work table, labels from cracker boxes are mounted on cardboard
Counting	Tally on chalk board
Discuss kinds of crackers and vote on choice for tomorrow's nutrition	
Magazines	
Take magazines home to keep. Look for pictures of crackers or milk and bring to school next day (whole page.) Teacher demonstrates whole page	
Spreading	Chart showing mat, plate, milk and knife. Knives, paper mats, milk straws, crackers. Peanut butter on each plate
Watch demonstration of proper use of knife to spread peanut butter	
Place right hand on right side of mat and say, "The knife goes on the right."	
Take turns getting knives and placing them properly	
Language Arts	
Discuss what is preferred on crackers. After nutrition, look in cupboards for kinds of spreads	Labels mounted on cardboard. Peanut butter, jam, soft cheese
Health	
At work table, vote for kind of spread to be eaten tomorrow. Help with counting	
Look for pictures of spreads and bring to school tomorrow (whole page)	

The above program may continue in this pattern for several days and will culminate in grinding peanuts to make peanut butter. The children will shell, skin, and grind the nuts in a good grinder.

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Making a spread	Graham crackers Powdered sugar Cocoa Measuring spoon Eggs, mayonnaise Bowl, cooking utensil
Observe teacher make chocolate powdered spread for graham crackers	
Consider what else can be made to put on crackers. Perhaps decide on hardboiled eggs, with mayonnaise	
Next day follow-up	Salted crackers Knives
Boil (using timer) eggs, cool, then shell eggs; season and mix with mayonnaise; spread on salted crackers	

Evaluation: Not enough room for everyone in the kitchen. What can we do to make it easier to get our work done? We can take turns being the cook, and we can help the cook. How? By setting the table; by helping clean up. Children make suggestions, and these are charted with pictures of helpers and a few words. Repeat pictures of helpers and jobs on cards with simple words, such as: table, cook, towels, bed, broom, mop, etc.

	One pocket chart (approximately 24 x 32 pockets) divided according to A.M. and P.M. The pocket chart sets up the relationship between individual children and jobs to be done. The three top jobs--leader, cook and table setter are distributed rotationally. The remaining jobs are given to volunteers who can claim them by virtue of being able to read the word that describes the job. (The ability to read the word may be reinforced by a friend who is not volunteering for the job. Working relationships among the children have been laid out so as to give the stronger opportunity to help. From a practical standpoint, the strongest child is better able to give help to one who approaches him in strength. Conversely, the weaker child is more able to accept help from one only slightly stronger than he; i.e., each one teach one, according to the limits of each.)

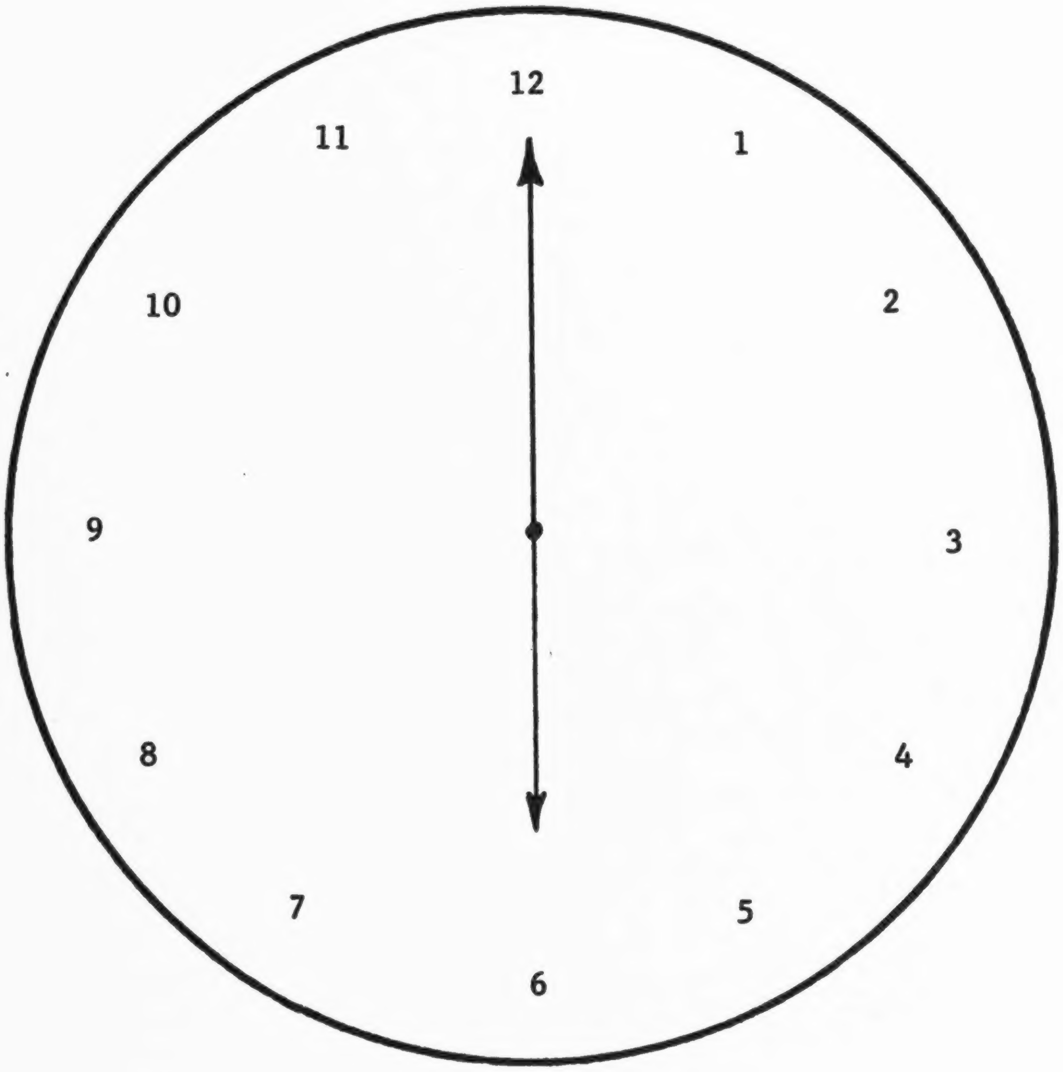
SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Helping at school and at home Choose a leader for the day Appoint the leader for the day as cook Plan with others, how to help the leader Leader, with teacher, checks cupboard, reports to class on spread voted on, then spreads crackers	Napkins, mats, etc. Crackers, jelly, cheese, peanut butter Sound film: "Patty Garman, Little Helper" Fsd 630-8
Sorting, matching, folding Set table, with a new student as helper Fold towels, with a new student as helper Make bed, with a new student as helper Other students at table (with matron) work by two's; one experienced, with a new student, on lacing, snappers, hooks and eyes, buckles, etc. Match pairs of socks of a color, size, toe and heel, etc; roll and fold together	Film strips: "Good Helpers" Set 3, EC-1 "Janet Helps Mother," FSP-15 Bath towels, hand towels, wash cloths, pillow cases Teacher-made lacing boards (8 x 12) cut pressed board with holes Akron 38¢, 2' x 3' and show strings (prs.) in many colors Box with many pairs of colored socks

This general plan may continue through the school year. The children's names are listed on a large wall chart. Continue from the name of the first leader down the list, the next name to be leader next day, the name under this will be the one to set the table, the next person folds the towels, etc. Start each day by asking, "Who was leader yesterday? Who is leader today?" (Eventually) "Who will be leader tomorrow?"

Food value Plan for, prepare, and serve, sandwiches, milk, tea or coffee for a party for the adults	Film strip: "When We Have Guests" Set 3, EC-1

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Developing eye-ear-hand coordination; left to right sequence; top to bottom (handwriting readiness)	Chalk board, large paper, pencils or crayons
Repeat rhymes aloud while "writing." (Arrow indicates direction)	
Oranges, oranges, Round and sweet Oranges, oranges Good to eat!	
(Count and color oranges. Write number on board of how many in all)	
One red apple (or green apple) Two red apples Three red apples, I see Growing, growing, growing (Draw a stem on each) On a big green tree	
(Make tree left to right--count and color apples)	
Bananas, bananas Bananas we see Two for you and two for me (Count and color bananas)	
Language development: word meanings	
fruit apple-red orange-orange banana-yellow in all enough peel (remove skin) bananas and oranges core apples juice oranges throw away one-half	Fruit bowl or basket Fresh apples, oranges, bananas Waste basket "Let's Eat" p. 60, September, 1961 Grade Teacher Larry McBurney, Everybody Eats, Green Scott, 1961, 8 West 13th Street, New York 11 (school or county library)
Examine fruit--shape and color Count apples, oranges, bananas Count children Discover enough fruit for all Wash hands,prepare fruit Opportunity to teach one-half, if not enough fruit for each	

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Work associations morning-breakfast noon-lunch night-supper (dinner depending on local terminology)	Play Skool clock Paper plate clocks Word cards Class-developed experience charts Pocket holder chart Picture cards showing a good breakfast, lunch, and supper
Matching game--see illustration Word cards morning breakfast Picture cards	Breakfast, Lunch, Dinner (Pictures from Dairy Industry Advisory Board, 3628 University Avenue, San Diego 4, California)
Arts and Crafts	
Drawing and coloring: draw pictures of apples, oranges, bananas; color within lines; count them, and write number that tells how many	Real or wax fruit Manila drawing paper Crayons
Cutting, pasting: find and cut out pictures of healthful foods. Mount pictures	Magazines Scissors Construction paper Paste
Classify, according to: a good breakfast, a good lunch, a good supper, good food for snacks	Study prints Fruit A Good Breakfast A Good Supper
Make booklets, according to classifications above. Paste food pictures on paper plates to show examples of classifications above	Film strips: "Skimpy and a Good Breakfast" EH-16 Free poster: A Daily Food Guide Scott Foresman Co. Palo Alto, California
Ceramics: examine real fruit, determine which fruit is to be modeled, choose appropriate colored clay. Feel clay and have fun with it. After teacher demonstrates, roll, pat and shape into fruit. Arrange fruit in bowl or basket and use as centerpiece on table	Food Mobile (free) American Institute of Baking 400 East Ontario St. Chicago 11, Illinois Real fruit Plasticine or any color non-hardening clay Large bowls or baskets
Paper-mache: mix according to directions and mold into fruit shapes. Allow to harden. Paint with tempera (mix small amount of liquid soap with paint to prevent cracking and peeling)	Directions for paper-mache 1" strips old newspaper torn in short lengths and soaked in water until handful can be squeezed into soft ball. (See: Area 7)
(Arrange fruit in bowl and save for grocery store unit)	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IS IT TIME FOR ____________________

BREAKFAST

LUNCH

SUPPER

NUTRITION

SAMPLE WORK SHEET FOR TEACHING TIME CONCEPTS

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Plaster of Paris: make a wall placque. Choose fruit picture. Place picture face down in bottom of aluminum pie pan. Mix plaster of Paris in bowl and allow to stand until thick. Pour plaster slowly over picture to a thickness of 3/4 ". Bend wire or paper clip to form hanger. Press into place and allow to harden before removing from pan	Wallpaper or wheat paste. 2 tbsp. per 1/2 c. pulp which has been squeezed into soft ball Tempera Directions for plaster of Paris 1/4 c. plaster of Paris 1 c. water 1/2 tsp. vinegar Mix with wire whip or hands Pictures from magazines or seed catalogs Aluminum pie pans Wire or paper clips
Number concepts	
Simple sewing project; running stitch and overlap. Measure and cut 36" x 72" cloth. Teacher will provide assistance in measuring	Four yards unbleached muslin White thread Needles, large eyes Scissors Crayons Electric iron and board Pins and pin cushion
Divide remaining cloth into 12" squares for napkins. Discuss shape of napkins; square. Discover how many sides each napkin has	
Turn edges and hem each side, using running stitch	
Problem solving: shopping for fruit	
Use area street maps and locate school. Discover which grocery store is closest to school. Mark route from school to store. Discover how many blocks away the store is. Could we walk?	City maps for area near school Local branch of Security First National Bank or Automobile Club of So. California, P.O. Box 2890, Los Angeles, Calif. Newspaper or shopping flyers
Find ad from the store in newspaper. How much do apples and oranges cost? Walk to store and buy one piece of fruit. Save sales slips and discuss cost of fruit when you have returned to school. Wash hands; then wash the fruit and eat it.	

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Cleanliness: environment when eating	If possible,have school nurse visit class to discuss importance of cleanliness
Keep fingers from body openings. Talk about using mouth for entrance of food and liquid but nothing else: objects, hand, and fingers are unclean. Use tissue or hand to cover mouth or nose when coughing or sneezing	Film strip-"Keeping Neat and Clean" EH-14, Set 1 Several small brooms Dust pans Sponges Containers for trash
Discuss keeping room and surroundings clean when eating. Sweep and clean up waste after completing activity. Wash table tops and chairs	
Ask custodian what he does to keep the school clean and how the class can help	
Sanitation and grooming: personal	Read story: "Manners Can Be Fun" or "Harry, the Dirty Dog"
Practice washing hands and face, combing hair, and blowing nose. Wash hands when necessary; before eating, before handling food, after toilet use,and when ever dirty	
Have experiences and practice in caring for own physical needs. Learn about and practice turning water faucet handle "on" and "off"	
Learn about washing at the sink	Demonstration
Use of soap Location of towels How to dry hands Where to dispose of soiled towels	
Learn about and practice the use of combs, blunt nail files,soap, towels, and the shoe-shine kit	
Practice polishing shoes	
Develop positive routine to replace such habits as nose picking, spitting, etc.	
Practice how to use disposable tissues. Keep a box where it is easily accessible	Disposable tissues

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Eating	
Discuss which foods can be picked up with hands. Don't pick up those which get your hands messy or those which other people are picking up	Fruits, such as raisins or apples
Deciding which utensil to use	Following matching game below
Play matching game introduced by humorous questions: "Can you eat soup with a fork?" "What will happen?" "Can you eat peas with a knife?" "What will happen?"	Tag board cards 6" x 8" (large enough to be seen easily by everyone.) India ink drawings of utensils. Begin with knife, fork, and spoon. (May add butter knife, salad fork, soup spoon, table, if group can distinguish these.) Match these with mounted colored pictures of various kinds of foods from magazines. Examples: bowl of soup, sandwich, apple, steak, baked potato, mashed potato, etc.
Discuss proper use of the table knife for spreading and cutting toast	
Discuss making toast and the toaster and its proper use. Bread must be straight. If toast gets stuck, unplug the toaster before reaching in with utensil	
Practice toasting bread and buttering and cutting it	Table knife toaster Slice of bread for each child Butter and jam
Learn which edge of a knife cuts best. Try cutting with both edges. Spread butter and jam	
Learn about cutting with knife and fork. Discuss use of knife for cutting. Hold food down with fork while sawing with knife	Knife and fork for each child
Learn about scooping with fork and spoon. Practice seeing which foods can be held up by a fork and which need a spoon. Use fork whenever possible	Fork, spoons, foods of different consistencies
Culminating activity: class luncheon	
Write invitations	Study Guide to Lettering in Elementary Schools. Supplement to Manuscript, "Writing Made Easy," Teacher's Manual, Grades 1 and 2
Write the words mother or father or Mr. and Mrs. dittoed inside, if able sign your own name	

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
Decorate cover of invitations Put different color drops of tempera paint on paper (or water color.) Blow with straws to make designs. Paste written invitations inside	Tempera paint or water color Manila paper, paste Drinking straws
Embroider place mats Discuss and choose color of yarn. Make running stitch with yarn. Fringe: pull threads up to line drawn one inch from border	Burlap cut in 12" x 18" pieces Line drawn around mats 2 inches from edge Personal picture file Pictures of people eating Audio-Visual Department pictures Monroe Leaf. Manners Can Be Fun
Manners: what they are	
Being kind Being thoughtful of others Being cheerful Being careful Being gentle Treating others as we would like to be treated	
Discuss meaning: kind, thoughtful, careful, cheerful, polite	
Practice, as situation arises, or when there are guests, how to: Be mannerly Be on time for meals Sit down quietly Pass food quietly Sit up straight	
Conversation at table: "Please," "Thank you," and "You're Welcome"	
Keep mouth closed while chewing Take small bites Take time to swallow	
Listen to stories (These are enjoyable listening and will be read to the children after rest or at close of an art activity; they can be read several times to reinforce concepts)	Francoise, Charles. The Thank You Book, 1947, Charles Scribner Nemec, Ebis. Let's Take Turns, MacMillan Slobodkin, Louis. Thank You, You Are Welcome, Vanguard Press Rhymes for listening
Teacher will consciously use polite expressions with children; learning of this type takes place by imitation, and is much more meaningful	

SUGGESTED ACTIVITIES	MATERIALS AND RESOURCES
in context of everyday living in the classroom than just by listening to teacher moralize	"Setting Table" from: Time for Poetry, p. 539, Arbuthnot
Watch film about manners at the table	Gisel Seuss Theodore, Bartholomew and the Oblock
When at table, talk quietly and cheerfully and don't interrupt	Film: "Your Table Manners" Fsd 395-11
Choose a correct food to have for luncheon nutrition Look at pictures	Chart--Lunch box lunch paper bag lunch
Prepare food for luncheon sandwiches	Bread
Review lesson on proper spreading	Peanut butter Other sandwich spreads
Order milk, count together how many children and parents will want milk	Prepared mix for cakes Jello Paper baking cups
Make cupcakes, from prepared mix	
Make gelatin dessert	
Practice table setting Count number of place settings needed Arrange items on table in proper order, using table setting chart as guide	Pupil-made mats
Review care of utensils after eating Discuss why we must get silverware clean: it goes into our mouths	Good charts for use throughout the year. They are large (16" x 19") and have lesson plans on back which can be adapted
Leader and two helpers wash dishes, set table, clear table, and dry dishes Put dishes away in cupboard	"Kindergarten Health and Safety" "Picture Charts" packaged with When They Are Five (Teacher's guide, somewhat useful) Scott Foresman, Palo Alto, $8.60
Arrange silver in tray	"Sources of Free Pictures" Bruce Miller, Box 569, Riverside, Calif.
	Catalogue of Free Teaching Aids Gordon Salisbury

WORKING WITH PARENTS

Home and school play dominant roles when parents and teachers put their concern into a joint effort to improve the education of children. Parents achieve better comprehension of their child and can plan more wisely for him when they understand his life at school and his experiences there. Moreover, teachers can help children at school better when they are sensitive to the family life of each child.

As parents and teachers come to know and understand one another, constructive planning for each child's guidance is assured.

Teachers and parents often see different things in a child; one from a professional observational background, the other from close emotional ties and long acquaintance. These different viewpoints will temper and add to the child's program, and teachers can help parents to understand the significance of a child's behavior in relation to patterns commonly observed and expected in children.

OBJECTIVES OF PARENT-SCHOOL RELATIONS

From the standpoint of the Child Development Center program, an effective home-school relationship is vital. Therefore, CDC goals for improving relationships are based on objectives related to building closer cooperation and better understanding of the individual child, parent, and school. In this way, home and school can make the best possible contributions to the growth of the child.

The objectives include helping parents to:

Understand the school program, its facilities, personnel, and major objectives

Be informed concerning educational purposes of the program

Understand how to work with the child at home

Develop realistic goals for the child and to accept those goals

Emphasize growth toward independent living on the part of the child (This is the important ingredient of a curriculum geared toward living skills which are basically non-academic in nature)

PARENT EDUCATION CLASSES

Parent education groups are organized for the purpose of giving parents an overview of the program, an understanding of problems relating to mental retardation, and an opportunity to learn ways of meeting these problems successfully.

Effective guidance of each child is based upon understanding of human development, for each child's unique personality is more clearly understood when seen against a frame of reference that reflects current findings and knowledge in that area. Indeed, many activities provided for children in the classroom cannot be understood except in the light of modern theories of experimental psychology and their applications to the CDC program.

Parents of the different children become acquainted and learn from one another as they participate in parent education classes, and those who are concerned over some problem may find assurance in the fact that other parents have similar concerns. Through the classes, schools offer continuous opportunity for parents to gain perspective.

> Following are excerpts taken from lectures given to parent education classes. The information is basic and is designed for conference-time sharing with parents new to the program.

Three percent of America's population are mentally retarded to the extent that special help is required to facilitate learning activities. More than 5½ million people (almost as many as the total population of Los Angeles County) have a lack of learning power or potential that creates difficulties in family and community life.

In the CDC program, we are concerned with only a small part of the 3+ percent of the 5½ million. This group is known as the moderately mentally retarded or trainable and comprises about 16 percent of the total number of mental retardates, or about 750,000 individuals, child and adult.

These children always will be dependent on adults for all but the simplest needs. For the most part, they will not advance beyond a first or second grade level of reading or go beyond the level of a normal 6 or 7 year old child in speech, arithmetic knowledges, ability to follow directions, or any other skill area of academic accomplishment. Nevertheless, they are similar to children of their own age in their social-emotional needs to belong, to be loved, to share, to have new experiences, to dream, to play, and to work at something they enjoy and can do.

To reiterate: mental retardation is the largest single handicap in the United States today, affecting 3+ percent, or about 5½ million of the population.

Of every 10,000 persons in the United States, 20 are blind, 30 are polio victims, 35 are cerebral palsied, and 75 have rheumatic heart conditions; but 300 are mentally retarded!

Of these 300 mental retardates, 250 are "educable" and can benefit from special classes and instruction by learning to do simple arithmetic and to read and write (seldom beyond the fourth-grade level.) The "educable" child can be helped to learn a semi-skilled or unskilled trace and may become a semi-self-supporting or self-supporting adult.

Of these 300, 10 are "totally dependent" and always will need help in eating, toilet functions, walking, and other simple acts.

WHAT CAUSES IT?

Mental retardation can strike any family. It does not always "run in the family," nor is it a disease in itself, although at least 70 diseases and body disorders can play a great part in causing it.

Pre-natally, German measles, some other infecious diseases, certain glandular disturbances, and chemical poisons may affect the prospective mother; and, as a result, the development of the unborn infant's brain may be impaired.

GROWTH AND DEVELOPMENT

To understand the patterns of growth and development in a moderately mentally retarded child, one must compare his growth patterns with those of the mentally normal child.

In such comparison, however, one must be forewarned not to infer individual characteristics; comparisons are made on groups and, therefore, are too broad for individual application: they are to be applied only generally. Children may react to certain circumstances and situations differently; and the amount of love, encouragement, affection, and acceptance that surround the individual may affect his reaction to all the activities and experiences of his life.

> The following generalizations concerning physical, mental, and social development are presented as an aid to better understanding of growth patterns in trainable mentally retarded children.

Physical Development. In respect to physical development and physical traits, the moderately mentally retarded child, on the whole, closely resembles groups of the average children of the same age. Individually, he may be taller or heavier than the mentally normal child, but more often he is about 1½ inches shorter and 4½ pounds lighter. (Certain clinical types, such as children with Down's Syndrome or cretins, often will be much shorter than the average child of the same age.)

Generally speaking, the trainable mentally retarded child will be slower to do certain things with his body. Most of these are not able to sit up, stand, walk, and run as early as the average. At present, knowledge of the relationship between development of body skills and intelligence and adjustment is meagre. Much study is needed to determine if the child really is awkward and poorly coordinated or simply unable to bring into play all of his bodily abilities because he is trying to tie them to mental responses beyond his level of accomplsihment.

Mental Development. Chronologically, everyone grows older in calendar days, and we speak of this as chronological age (C.A.). We also consider our growth in terms of mental age, which may be thought of as the "thinking age."

Figure 1, charts the relationship between the "thinking age" and the chronological age.

The top of the scale may be compared to a mountain with a steep climp up to the top. All persons start out at 0 years, both chronologically and "thinking," Some (the mentally gifted) will reach the "thinking age" of 16 (the top of the mountain) in 10, 11, or 12 chronological years and continue into the distance. The "average" reach the top at chronological age 16, which means that the ability to think and attach new problems and situations and to make use of them continues to grow until the "thinking age" of 16 is reached.

The moderately mentally retarded child, however, not only climbs more slowly; he never can reach the top. He cannot, in fact, go beyond the halfway mark of beyond a "thinking age" of 8. This "thinking age" suggests the limits of a moderately mentally retarded child's abilities of association, comparison, comprehension (understanding), generalization (using known facts to solve new problems), and symbolization (giving meaning to something that, by itself, has no meaning--for example, words from letters.) To elucidate: in tasks calling for association, comprehension, and judgment--such as getting meaning from directions, adding new words to his vocabulary, and learning to know colors--the moderately mentally retarded child who chronologically is 10 years old but has a "thinking age" of 4 years will respond more as the 4-year-old child would than as an average child of his own age in years and months.

This principal generally holds true at all ages. Hence, we can expect all moderately retarded children to grow slowly in "thinking age"; and until 12 or 13 years old, they will act much like the average 6 or 7 year old. We can expect that long life and other favorable conditions may aid some individuals in succeeding better than their "thinking ages" would indicate. Children with unusually happy and favorable home and family situations also may succeed better than usual expectation.

Social Development. Social development of the moderately mentally retarded child is very dependent on his mental and physical development. His physical size and physical abilities create a need and a desire for many activities experienced by the average child of the same chronological age and physical growth; but his slower mental development tends to limit his capacity to understand and to participate in the experiences of his chronological age group.

In considering the education of the moderately mentally retarded child, it is necessary to look at his growth and maturity from many views and to consider all factors related to his functional, rather than his chronological, age.

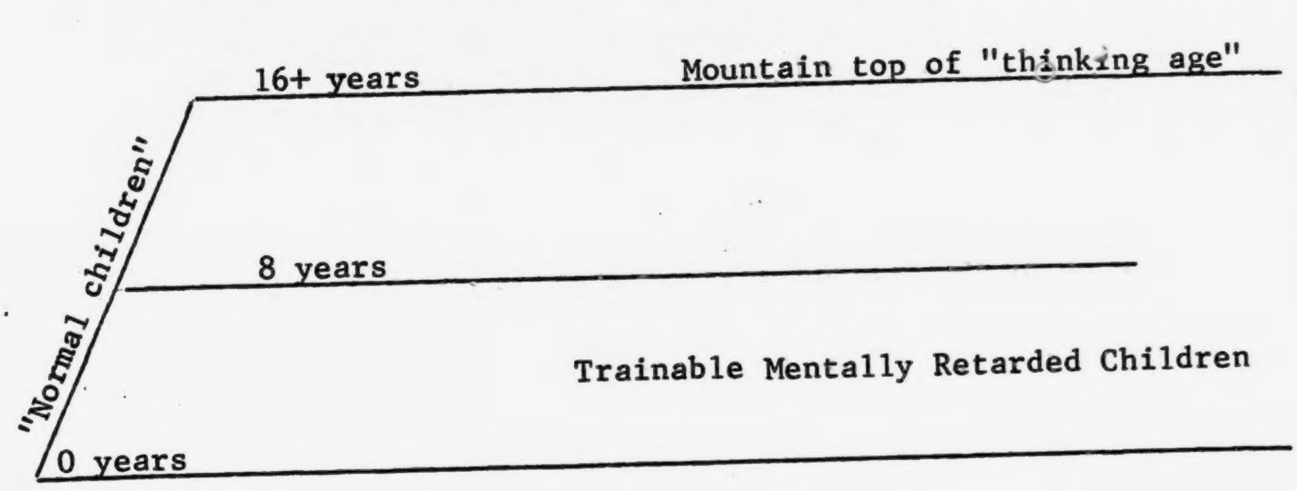
16+ years
Mountain top of "thinking age"
"Normal children"
8 years
Trainable Mentally Retarded Children
0 years

Fig. 1

The following descriptions present an overview of the child: physically, socially, and mentally at the different chronological age levels and include descriptions for ages 7 through 12.

MENTAL, PHYSICAL AND SOCIAL TRAITS OF THE TRAINABLE MENTALLY RETARDED

Ages 7, 8, and 9 years

Mental Traits

Mental development is similar to that of average children three to five years of age, but there is less ability to perceive or "see" and associate. Generally, the children are not very curious about things and people around them and have little sense of time.

The child usually will name only one or two objects in a picture. He rarely notes action before 9 years of age (sees rabbit but does not notice that it is running.) Colors generally are not recognized before age nine.

Counting and grouping four or five objects, a common task for the average five-and six-year-old child, rarely is achieved by these children before the age of 9 years.

Language and vocabulary development are generally less than half of average.

Generally, they can copy □ and ○ and cannot copy △ or ◇.

Physical Traits

Except for children with Down's Syndrome, cretins, and certain other clinical types, their height and weight are about the same as average children of the same age.

Walking, running, and jumping are carried on easily by the majority; only a few can skip with any grace or coordination. Throwing with an aim and catching a ball are enjoyed by some, but not many, of the 8 and 9 year olds.

Control and coordination of the fine muscles and the wrists, hands and fingers are slow to develop. Chalk, crayon, and brush are used with big strokes and for scribbling. By 9 years, some can color inside a line and cut with scissors on a line. (Average children usually can do these things by age 4.)

Hearing and sight are normal in the majority. If the child appears to ignore many things that go on around him, it probably is because he is slow to feel and act rather than because of poor sight or hearing.

The child needs much encouragement and reminding from adults during these years Although the 7-year-old child may still need help in washing and dressing, by 8, most can wash without much help. At 8 too, the majority can tell front from back, lace shoes, close up zippers, and button clothes without much aid. Few will be able to tie a bow without assistance.

Social Traits

The child of 7, 8, and 9 years still may tend to play by himself, unless help and guidance in play with others has been given. If opportunity and help are given, he will share enjoyment and play with others for longer periods of time, although his interests still are likely to be self-centered. He tends to be a follower in a group, with little (if any) initiative or imagination.

By 8 and 9, he likes to imitate family roles and the milkman, postman, fireman, etc. He tends to follow others in these roles.

At 7 and 8, he enjoys helping with simple chores. He likes to go places with his mother or father.

He is fond of pets and likes to have his own things. He does not tend to talk on his own about his home, his pets, and his trips as easily as average children do.

He enjoys listening to records and stories and likes to hear favorite ones again and again.

Since he is slow to develop self-criticism, he looks for approval and is pleased with any comment of praise. The majority are very sensitive to a "bawling out" or censure.

MENTAL, PHYSICA, AND SOCIAL TRAITS OF THE TRAINABLE MENTALLY RETARDED

Ages 7, 8, and 9 (continued)

	Physical Traits (cont.) Only a few develop somewhat normal speech. For example, it takes most longer than normal to be able to make the sounds for r, s, k, th, or f. Most still depend on words or pharses, seldom using complete sentences. In some, speech may be seriously delayed because of brain injury or lack of stimulation in the environment. Some, because of injury, cannot speak at all and make their wants known by the use of gestures or grunts.	

MENTAL, PHYSICAL, AND SOCIAL TRAITS OF THE TRAINABLE MENTALLY RETARDED

Ages 10, 11, and 12 years

Mental Traits

The Child's "thinking age" is less than half that of the average child: that is, about the same as the average 4- to 5½-year old. Activities such as playing games, and listening to stories are of the most interest to the majority. It generally is of little use to begin activities of reading and writing until a "thinking age" of 6 is reached. Few can tell time and even fewer have any understanding of the passing of larger elements of time, such as a week or a month.

At 10 years of age, there still is a noticeable lack of power to "feel" "difference" or "sameness." This slows language development and leads to confusion in new situations. The "Difference" or "sameness" between two common objects, like a baseball and a orange or an airplane and a kite is not easily seen or explained.

Just playing with and handling objects continues to safisfy most of these children. There is little expression or conversation at play; estimated vocabulary or knowledge of words, is 50 to 60 percent less than that of the average 10-year old.

Most objects are defined in terms of use: "a chair is to sit on," "a ball is to play with." Most cannot describe or classify objects. Picture description largely is a naming of

Physical Traits

Except for climical types, the height and weight for the majority are about the same as those of average children of the same age.

Muscular control of limbs is well developed. Walking, skipping, running, and jumping usually are done with ease, except in cases of unusually inferior coordination or in some clinical types. Muscular control of hands, as tested in baseball throw and catch at distance, bean bag toss for accuracy, etc., are quite inferior to the norm.

Muscular control of the small muscles of hands and arms is fairly well developed. Chalk, pencil, crayon, and brush are used with more neatness and precision at about the level of the average 5- or 6-year old.

Senses (sight, hearing, feeling, etc) are well developed. Although many may seem to have difficulties, these are more often difficulties of discriminating and interpreting ("feeling" and "telling") their sensations rather than experiencing them.

Speech problems, such as stammering, lisping, and baby-like speech, are found in about 50 percent of the children, as compared with 5 and 6 percent of regular grade groups. Conversation mostly is made up of single

Social Traits

Attempts to win approval of adults and to satisfy their own desires still dominate conduct. Play still is highly individualized, and the change-over to the social group is slow to develop.They have learned, more or less, to expect certain reactions from persons and things around them and realize that certain things, in turn, are expected of them. Cooperation in personal cleanliness, the use of expressions of courtesy, and the exercise of some self-control in satisfying personal wants are developed.

The majority want to have a place in the family group, and they enjoy sharing in housework and care of younger children. Most are likely to be quarrelsome with brothers and sisters of similar ages.

Suggestion and imitation stand out in conduct and play. The ego (self-interest)is too dominant to all to permit being a "good sport" in play. Make believe play is slow to develop and revolves around the simplest and most commonly repeated experiences, such as playing "school" and "house."

MENTAL, PHYSICAL, AND SOCIAL TRAITS OF THE TRAINABLE MENTALLY RETARDED

Ages 10, 11, and 12 years (continued)

Mental Traits	Physical Traits	Social Traits
objects or of action, and drawings show few relationships and little detail.	words and simple phrases. The youngsters still are unable to describe experiences or needs in anything but the simplest terms.	Constant repeating of simple stories, games, and music is satisfying and is enjoyed by these children. Most cannot see the difference between real and imaginary characters or situations in stories. Few can see humor in stories without explanation, and explanation is necessary, even for the "funnies."

PARENTS AND TEACHERS WORK TOGETHER IN INDIVIDUAL CONFERENCES

It is suggested that teachers hold monthly conferences with parents and that at each they consider and discuss major areas of the curriculum. At the end of each Major Area section of this guide are suggestions to teachers for Parent Follow-Up activities. These suggestions, and many others which will occur to the teacher, should be considered and discussed at conferences.

CONFERENCE EFFECTIVENESS

Planned,purposeful conferences can be gratifying experiences for both teachers and parents. Closer cooperation between home and school and increased understanding of the individual child are positive gains which can be realized from such conferences.

Factors to Consider. Effective, successful conferences don't just happen. They are the result of careful planning and much consideration of various factors inherent in every interview. One such factor most likely to be overlooked is the importance of feelings or attitudes which a parent brings to the conference. During the course of the interview, feelings may or may not be evenly expressed; but they will be always there and will vary greatly from parent to parent, child to child, and teacher to teacher. Emotions can affect everything that is said or done and, to a great extent, often determine the actual results of the conference. Parental feelings concerning a child are likely to be deep and intense, even when they are more negative than positive. But whatever the kind or degree, emotions surely are present in every interview, and their importance should not be underestimated.

Another factor to consider is the manner in which a parent is notified of a scheduled conference. Whether the initial contact is made by telephone or by written communication, it whould be a friendly invitation, the first step in gaining the parent's confidence and good will. Some parents still may feel that school conferences are requested only when drastic action is contemplated; and it will help allay such fears if, at the time of the invitation to the meeting, the parent is given an idea of its purpose.

Steps in Conference Planning. To help clarify the problem and the possible objectives to be achieved, planning before the interview may be organized as follows:

Select one problem or topic for emphasis. Although it sometimes is a temptation to mention a number of difficulties, better results are likely to be obtained if one problem is discussed more thoroughly.

Clarify the problem in specific terms and decide on what change or progress would be desirable. Selected samples of the child's work should be available during the discussion. (For example, if the child is having difficulty with a certain process or the application of a process in arithmetic, selected work papers should illustrate the difficulty.)

Be prepared to offer two or three suggestions which may be used both at home and at school to help remedy the situation. There is a greater change of success when a cooperative plan of action is followed.

Evaluate the child's strong points. It may be difficult to find positive qualities when there are several major problems, but everyone has at least one good quality.

Allow for an adequate amount of uninterrupted time.

The Interview. When a meeting is held at school, it is important to put the parent at ease. The teacher is on home ground and is comfortable in the school setting while the parent may feel a little strange and apprehensive. Starting with something positive or pleasant that the parent would like to hear often helps the parent relax and feel more willing to listen when problems must be discussed later. Starting off with a criticism of the child may create a resistant or defensive attitude which can become a barrier to real cooperation.

The most difficult type of conference is the one in which a troublesome matter must be discussed. After the subject has been broached, the teacher must be aware of the parent's feelings and willingness to discuss the problem further. At this point, the parent is the "learner" and will give clues as to how much or how little he is able to accept this time. The facial expressions, the questions raised, and pursuit or evasion of the topic are all indications of the parent's degree of readiness to cope with the problem.

A successful conference allows for a balance in listening and talking for the teacher as well as the parent. Many times,parents need an opportunity to talk about things that concern them. The teacher who is a good listener may find that parents have practical suggestions for further action. The teacher may question, comment, and make suggestions, but should avoid condemning what the parents have done.

Side issues frequently come up; and unless the teacher keeps control of the discussion, the real purpose of the interview may be forgotten.

Ideally, the conference should close with a mutual understanding of the problem, a definite plan of action for the immediate future, and an awareness of the need to expect a gradual improvement rather than sudden change.

Possibility of Misunderstanding. Even after careful planning, some conferences seem to be less successful or effective than others. There are situations when it is not possible to get the full cooperation of the parent. Sometimes the problem discussed is so severe that it cannot be helped by this means, however sincere the effort and cooperation.

There are times, however, when the communication between parent and teacher is incomplete because of semantics. Although both are using the same language, each may be bringing widely divergent interpretations to certain words. For example, when a child is unable to grasp fifth-grade arithmetic concepts, the teacher may say he is "slow" in arithmetic. Unless a more detailed explanation is given, the parent could interpret this in a literal way and think the child is able to do the work but cannot complete it in a given time. A teacher may say that a child cannot perform "simple addition." The parent may interpret this to mean basic addition facts such as "5 and 4 are 9"; yet, the teacher may be referring to the addition of two-figure columns of numbers.

Summary. Parent-teacher conferences can be effective as a means of encouraging cooperation between home and school in the interests of an individual child. A prearranged conference is likely to be most successful when: it ends on a friendly tone and there is a promise of evaluation and follow-up. The ultimate goal of the conference is a gradual change or improvement; not a drastic and immediate reformation in the child.

CLASSROOM VISITATION

Classroom visitation provides an optimum opportunity for parents to become familiar with the educational program and teaching procedures and to observe their children interacting with members of a peer group. Visitations may be either by teacher invitation or parent request. It is hoped that teachers will remember to note positive growth, whenever possible.

REPORTING PUPIL PROGRESS

Reporting pupil progress serves as a means of individualizing instruction. Evaluations of progress in social-emotional development, self-care, perceptual training, cognitive skills, motor development, communication, practical skills, and individual expression are reported. Evidence of growth is based further upon performance in daily class work.

Many methods of reporting are utilized to assist in keeping open the channels of communication between home and school. Parent-teacher conferences and written communications are some of the informal approaches to the reporting of pupil progress. In addition, the formal report card is used; and teacher reporting should be reflected against the evaluative scales describing levels of performance for each of the major areas in the Curriculum Guide.

SOME GUIDELINES TO BE REMEMBERED IN THE EVALUATIVE PROCESS

All aspects of the child's growth are included in the report.

Use language that is simple and easily understood.

Evaluate status of accomplishment in relation to ability and established goals.

Negative reporting can only discourage the child's efforts and leave the parent with a feeling of helplessness. In such instances, the report card needs to be supplemented by individual conferences or letters to help the parent understand and plan for the child's particular needs.

Often the teacher can evaluate the effectiveness of school experiences only with the help of parents. Thinking about such questions as "Does your child enjoy working with puzzles at home?" or "What did he say about our puppet show?" are other ways of encouraging parents at home to note evidences of a child's learning. Reporting becomes increasingly cooperative and meaningful as parent and teacher work together to note gaps in the child's learning which need reinforcement and to discover new interests which may come to light and may be furthered in the classroom.

The supervisor of the program is always available to assist with conferences and with reporting and interpreting information to the parents.

Through application of cooperative activities described, both parents and teachers will find new and deeper satisfactions in their work for children.

STATE AND LOCAL AGENCIES

Children's Hospital
4614 Sunset Boulevard
Los Angeles, California

Diagnostic clinic--medical, neurological, psychological. Ordinarily accepts only young children of pre-school age (six or under) for diagnosis.

Exceptional Children's Foundation
2225 West Adams Boulevard
Los Angeles, California

A non-profit organization, an outgrowth of groups of parents who banded together to obtain help and care for their mentally retarded children.

St. John's Hospital
Kennedy Foundation
Santa Monica, California

Diagnostic clinic, day school, and parent counseling center.

State Department of Mental Hygiene
107 South Broadway
Los Angeles, California

An excellent source of information concerning help obtainable for the mentally retarded or emotionally disturbed.

NATIONAL AGENCIES

Further Sources of Help. Information and aid may be obtained from the local, state, and national agencies listed below:

American Association on Mental Deficiency
Office of Secretary-Treasurer
P.O. Box 96, Willimantic, Connecticut
Office of Executive Director
1601 West Broad Street
Columbus 16, Ohio

AAMD is a multi-discipline professional membership association organized in 1876

The National Association for Retarded Children, Inc.
386 Park Avenue South
New York 16, New York

NARC is a membership organization composed of parents and friends of the retarded and professional workers concerned directly or indirectly with services to the retarded.

National Institute of Mental Health
U.S. Public Health Service
Department of Health, Education, and Welfare
Bethesda 14, Maryland

Specific aspects of NIMH programs include support for demonstrations, experimental, and pilot studies related to care, treatment, and rehabilitation of the mentally retarded.

National Institute of Neurological Diseases
and Blindness
U.S. Public Health Service
Department of Health, Education, and Welfare
Bethesda 14, Maryland

NINDB performs and encourages research in more than 200 serious disorders of the central nervous system.

Office of Education
Department of Health, Education, and Welfare
Washington 25, D.C.

The functions of the Office of Education in mental retardation are directed toward preparation of studies and dissemination of information, expansion and improvement of programs for the mentally retarded, increasing the supply of better trained professional personnel, and expanding frontiers of knowledge through research.

Office of Vocational Rehabilitation
Department of Health, Education, and Welfare
Washington 25, D.C.

OVR services are chiefly concerned with the preparation of disabled persons, including mentally retarded, for gainful employment and their placement in such employment.

The Children's Bureau
Social Security Administration
Department of Health, Education, and Welfare
Washington 25, D.C.

Services of the Children's Bureau are assembling information about the needs of mentally retarded children and disseminating this through publications, conferences, and institutes; consultation services to states on program planning, professional education, cooperative studies, research, and special demonstrations of services; and financial aid (grant in aid funds.)

The Council for Exceptional Children
1201 Sixteenth Street, N.W.
Washington, D.C.

CEC is a professional organization and a department of the National Education Association founded in 1922. Its principal purpose is to advance the education of exceptional children and youth.

The American Public Health Association, Inc.
1790 Broadway
New York 19, New York

APHA is a professional organization dedicated to advancement of the frontiers of public health at national, state, and local levels.

United Cerebral Palsy Association, Inc.
321 West 44th Street
New York 36, New York

UCPA is an association of state, area, and local affiliate cerebral palsy organizations from all sections of the United States. Its services are devoted primarily to the advancement of research, treatment, education, rehabilitation, and care in the field of cerebral palsy.

The National Association for Mental Health, Inc.
10 Columbus Circle
New York 19, New York

NAMH is composed of state and local affiliates. It is a citizens' voluntary organization "devoting itself exclusively to the total fight on mental illness and to the advancement of mental health."

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ESTABLISHING CLASSROOM ENVIRONMENT

AN EFFECTIVE ENVIRONMENT FOR LEARNING[1]

An effective environment for learning depends in large part upon the emotional climate in the classroom, the degree to which the teacher guides pupils into satisfying learning experiences, and general room organization.

EMOTIONAL CLIMATE

The teacher creates the emotional climate in the classroom chiefly from his own personality and attitudes toward pupils, his attitude affecting not only teacher-pupil relationship but also pupil-pupil relationships. A desirable emotional climate in the classroom will be determined by:

> Providing a friendly, optimistic, constructive, and courteous approach to pupils.
>
> Knowing each pupil as an individual, his physical condition, his capacities, his achievement level, his background of experiences, his home environment, his attitudes, and his emotional and social adjustment.
>
> Accepting as normal the wide range of capacities and achievements of pupils within each class, and adapting the instructional program to meet individual needs.
>
> Permitting as much freedom as can be handled wisely by the group, knowing that the teacher's success with pupils is determined, in large degree, by the extent to which pupils acquire self-understanding and become self-directing.

As indicated, the classroom climate is determined largely by the personality of the teacher. Most teachers want to be warm, friendly, relaxed and patient with pupils, but teachers are people, too, and therefore, subject to stress and tension. However, pupils are quick to sense whether the teacher enjoys them, whether he is glad he is with them, and whether he sincerely respects them and wants to help them. A teacher who holds these attitudes toward pupils will have taken the most important step in creating the kind of emotional climate in the classroom which will result in improved adjustment for all pupils.

THE IMPORTANCE OF CONCERN FOR CLASSROOM ENVIRONMENT

The teacher is concerned about appropriate classroom environment to meet the basic educational needs and interests of children. These needs include provision for healthful environment, and space and freedom for effective work. CDC youngsters, as other pupils do, need equipment and facilities for activities which develop physical growth, work habits, pupil security through duties and responsibilities, fine human relations, cultural appreciations, and other goals.

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[1] Guidance in the Elementary School, Los Angeles City Schools, Publication No. 439.

MAKING THE CLASSROOM ENVIRONMENT FUNCTIONAL AND INVITING[2]

The elementary classroom is made functional and inviting to meet the needs and interests of pupils by giving daily and proper attention to classroom:

Ventilation
Lighting
Equipment
Wall Space
Bulletin Boards
Pictures
Exhibits
Storage Space
Others

Children share in the responsibility of making the classroom functional and inviting when they assist in planning and constructing work centers and other interest centers. They feel secure in the knowledge that the classroom is "their" room and, individually, they feel responsibility for all duties involved in making it functional and inviting. Recommended are:

Room standards which are cooperatively established.

Monitorships to help with room arrangement, distribution of materials, housekeeping, interest centers, and other activities.

Development of a genuine feeling of personal responsibility for the care and atmosphere of the room.

WORK CENTERS APPROPRIATE FOR THE CDC CLASSROOM

In providing work centers for pupils in the CDC classroom, the teacher is guided by the needs and interests of the children.

In general, the following work centers are an integral part of every classroom and help to provide desirable pupil experiences:

An art center with easels, brushes of various sizes, tempera, paper, crayons, others.

Tables for clay modeling and musical instruments, library center, science exhibits, table and cupboard for games, bulletin boards, storage space for blocks and other materials, dining area, kitchen area, living room area, and bedroom area.

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[2] _Organizing a Functional Environment_, Los Angeles City Schools Publication No. 433

SUGGESTED LESSON PLANNING

In preparing lessons, it is well to keep in mind fundamental learning operations: selection, strengthening (reinforcing), generalizing, and discrimination. The teacher must be concerned not only with differences in degree of pacing material and comprehension, but also with causes of breakdowns in thought and learning processes. Other factors needing consideration are variability of response to reinforcement, difficulty in moving from one area of thought to another, and malfunction in item selection and response.

The following suggested outline will serve as a skeleton guide in lesson preparation:

Objectives: Review experiences to develop concepts for each major area to be taught. Select important points as goals for the particular lesson.

Materials and Equipment: Prepare materials efficiently, with the plan of the day in mind. Materials are set out before class, during recess, and after lunch. Teaching time should not be spent gathering materials.

Procedures: Motivation must be established. Strive for short lessons and for short, intensive practice periods. Use visual aids and concrete realia whenever possible. Provide opportunity to act out learnings. Utilize much reteaching and review, and employ simple and repetitive instructions to insure understanding.

Adaptations: Review area on perceptual training whenever an unusual learning problem occurs. Be on the alert to modify content and expectancy in relation to individual needs.

Follow-up Activities: Other aspects of the day's lesson plans may flow from the preceding lesson. Have many types of motor, visual, and concrete activities to reinforce the lesson.

Evaluation: Clarify concepts through reiterating standards and simple sequential aspects of the particular lesson being evaluated.

LESSON PLANS

Music: Use of Singing Approach

Objectives: Listening for pitch, tone, and melody line. Motivation of interest in phrase design through enunciation of words in a rhythmic pattern. Helping children achieve a successful signing experience.

Materials and Equipment: Music Books: Music Now and Long Ago, Book 3, "The More We Get Together."

New Music Horizons, Book 3, "Susie, Little Susie."

Transcriptions: "Music Now and Long Ago," Album 3

Rhythm Instruments: Auto-harp, pitch pipe, tone bells, or resonator bells

Procedure:

Motivation
Short lesson
Short intensive practice periods
Visual aids
Concrete realia
Opportunity to act out learnings
Reteaching
Review

Introduce the lesson through discussion of enjoying school and friends. Play the recording of "The More We Get Together" and compare the content with the earlier discussion. Sing or play the song again and have children hum along. Identify and compare phrases. Have children listen and repeat each phrase after hearing same. Next, sing the phrase, leaving out a word at the end of each phrase, allowing the children to supply the missing word. Play autoharp (four introductory chords.) Have children listen for the pitch of the starting tone. Have them sing the starting tone. Play the introductory chords, using tone bells to play the last two measures of the song. Start with the correct pitch; invite the children to sing the song through without accompaniment. Once more, sing the song, playing the notes for the phrases "your friends are my friends, and my friends are your friends" on the tone bells or resonator bells. (These notes may be taught to the children at this time.) Children can then play them by imitation and notation. Conclude the lesson by introducing the song "Susie, Little Susie." Have children note similarities between the two songs. (First phrase of both songs has the same tonal pattern.)

Adaptations:
(See Area on Perceptual Training)

All children may participate in special adaptations to enhance their own learning. However, this phase of the lesson should be geared to the special needs of each individual, as the basic consideration. Have the childen imitate hand movements, showing melodic contour of the song as it is sung. Show blank notation on chalkboard or flannel board, demonstrating the melody line to reinforce the learning through the visual symbol.

Follow-up Activities:

Paint pictures about the song. Have rhythms to dramatize the song. Tell stories relating to the song content.

Evaluation:

Compliment children for that which was well done. Discuss ways of improving that which needs more work, standards, or singing.

Use of Records (Singing and Playing Instruments):

Objectives: Release from tension. Development of worthy leisure-time outlets. Integration of singing, listening, and instrumental activities. Ability to compare aurally known melodies and new ones.

Materials and Equipment: Music Books: Music Now and Long Ago, Book 3, "Pop Goes the Weasel."

Transcriptions: RCA Adventures in Music--Grade 4, Vol. 1
Caillet, "Pop Goes the Weasel"

Instruments: Melody bells or resonator bells, rhythm instruments

Equipment: Record player

Chart: F G F G
E EE E

Procedures:
- Motivation
- Short lesson
- Short intensive practice periods
- Visual aids
- Concrete realia
- Opportunity to act out learnings

Introduce the song "Pop Goes the Weasel" by playing record from Album 14. Show the picture and song in the book. Play the record again; invite the children to sing along with the record, since the song is familiar; clap hands on "pop." Allow children to choose a few rhythm instruments and rehearse rhythm of the melody and underlying beat of the song (2 beats per measure-- 6/8 time) by clapping first and then playing the instrument. Play record again; have some children sing, others play the underlying beat, and some the rhythm of the melody. Help each child play the charted notes on the melody bells; vary this procedure and have a few play resonator bells as an introduction to the song. Sing and play without the recording. Play Caillet's arrangement of "Pop Goes the Weasel." Discuss likenesses and differences of the theme and variations. Play the recording as many times as necessary to elicit good responses. Play record once again, allowing children to enjoy it more or less freely by singing or clapping or by playing an instrument with it.

Adaptations: Have illustrated slides to go along with records. Use tape recordings of records so that the child who has a hearing difficulty can listen to the record with a headset.

Follow-up Activities: Make accessory costumes to use for the dramatization of the record. Make puppets to go with the record.

Evaluation: Teacher: Were the objectives covered adequately? Did the lesson reach the level of the learners?

Teacher and children: Did the class enjoy the lesson? What elements of the lesson where accomplished well? (Warranted praise should be given.)

Music: Use of Rhythmic Approach

Objectives:

Development of confidence that will enable child to participate in rhythmic activity. Provision of opportunity for group singing, listening, and instrumental experiences. Understanding of rhythmic concepts. Meeting of individual needs by offering varied experiences. Encouragement of enjoyment in moving rhythmically, alone and in small groups.

Materials and Equipment:

Music Books: I Like the Country.
Music Through the Day, "Let's Go Walking."
(Students and Teachers Edition)

Transcription: Record Album MTD 4.
Acadian Songs and Dances, "Let's Go Walking."
RCA Adventures in Music--Grade 1.

Instruments: Drums, tone blocks, rhythm sticks, piano or tone bells.

Procedures:

- Motivation
- Short lesson
- Short intensive practice periods
- Visual aids
- Concrete relia
- Oportunity to act cut learnings
- Reteaching
- Review

Have a child walk;follow tempo of walk using rhythm instruments (drum, tone block, or rhythm sticks.) Sing a walking chant, such as, "See me walking, see me walking. Come and take a walk with me." Have child choose a partner and both wolk; class chants. Have another child play the drum. Vary tempo so that children discover faster and slower. Have them experience tempo through walking and playing of rhythmic instruments. Teacher sings and/or plays recording of "Let's Go Walking." Discuss contents of the song. Sing and/or play song again. Have children discuss dramatization possibilities. Dramatize song. Group may sing for those who are dramatizing. After dramatization, have the total group sing the song.

Note: This lesson may be too long for some groups and may be accomplished in two short sessions, if desirable. Lesson also may be varied: running, hopping, skipping, etc.

Follow-up Activities:

Play recording of "Walking Song," for listening and identification, and compare rhythm and tempo with "Let's Go Walking." Have children choose partners, sing and walk to "Let's Go Walking" and "Walking Song" (instruments may be used to heighten the stimulation.) Next lesson: have the children review and then sing song without recording. Give the starting tone of "C" on the tone bells or pitch pipe; children sing Loo to get the pitch. Start singing ("Ready, Sing") in the desired tempo.

Adaptations: (Learning disorders) (See Area on Perceptual Training)

Children who are shy may first be encouraged to play instruments with the group. Provide many group experiences before singling out for individual performance. Children who have no speech may hum, play instruments, or pantomime.

Evaluation:

Discuss ways to improve singing response, such as everyone starting together, remembering the words, watching the teacher for direction, and paying attention to the song. This may be an opportune time to demonstrate some of the points to work on next time.

Cognitive Skills

Objectives: To understand family relationships. To understand responsibilities. To know name of family, home address, and telephone number.

Materials and Equipment:

Green, M.M. Everybody Has a House or
Lenski, Lois Let's Play House or
Skaar, Grace Little Red House

Pictures of houses, scrapbooks, scissors, and paste.

Procedures:
- Motivation
- Short lesson
- Short intensive practice
- Visual aids
- Concrete relia
- Opportunity to act out learnings
- Reteaching and review

Bring the children to the front of the classroom; have them sit in a semi-circle around the teacher.

Teacher: Read story, discuss story, lead into a discussion. "You belong to a family. You have the same last name as your family. What is your family name?" (Allow time for discussion.)

"Your family do things for you because they love you. Father works and buys you things you need. Mother takes care of the home, makes your food, and takes care of you. What do you do? Can you help and show your family that you love them, too? How can you help take care of yourself?"

"How can you help Mother set the table? Tell some things you can do at home to help your family." (Allow time for discussion.)

"We all live somewhere like a house, an apartment, a motel, a trailer. (Show pictures of different kinds of houses.) Where do you live? Do you know the address, the telephone number?"

Adaptations: Color cue pictures

(Learning disorders)
See Area II
Perceptual
Training

Follow-up Activities: Teacher: "Today we will make scrapbooks showing pictures of your family and your home. You will paste them in the book. I will help you write something under each picture. Next time, we will make a section in our scrapbook to show our helpers. Find out the name of your doctor so that we can put his name in our book."

Evaluation: "Did we have a good lesson today? What did you like about our lesson? How many of us enjoyed making a scrapbook? Who knows the name of his family now?"

SUGGESTED DAILY PROGRAMS

Primary

This program is intended to serve as a possible time sample for teachers in the CDC program. The time allotment is budgeted over a 2½-hour daily period; however, a teacher may block out a similar amount of time on a weekly basis. For example: 15 minutes a day for individual expression can be converted to 1 hour and 15 minutes for the week

Suggested Time Allotment	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
15 min.	Opening exercises, greetings, and social responses				
20 min.	Self-help skills				
15 min.	Nutrition (practice of self-help and social-emotional responses)				
20 min.	Communication skills				
10 min.	Perceptual training				
15 min.	Individual expression (music, rhythms, arts and crafts, etc.)				
10 min.	Story time (to develop listening and sequential skills)				
15 min.	Cognitive skills				
15 min.	Motor development				
10 min	Social-emotional				
5 min.	Clean-up and evaluation				

Intermediate

This program is intended to serve as a possible time sample for teachers in the CDC program. The time allotment is budgeted over a 2½-hour daily period; however, a teacher may block out a similar amount of time on a weekly basis. For example: 10 minutes a day for practical skills can be converted to 50 minutes for the week.

Suggested Time Allotment	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
15 min.	Opening exercises, greetings, and social responses				
10 min.	Self-help skills				
15 min.	Nutrition (practice of self-help and social-emotional responses)				
15 min.	Communication skills				
15 min.	Perceptual training				
15 min.	Individual expression (music, rhythms, arts and crafts, etc.)				
10 min.	Story time (to develop listening and sequential skills)				
15 min.	Cognitive skills				
10 min.	Social-emotional				
15 min.	Motor development				
10 min.	Practical skills				
5 min.	Clean-up and evaluation				

Upper

This program is intended to serve as a possible time sample for teachers in the CDC program. The time allotment is budgeted over a 2½-hour daily period; however, a teacher may block out a similar amount of time on a weekly basis. For example: 15 minutes a day for individual expression can be converted to 1 hour and 15 minutes for the week.

Suggested Time Allotment	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
15 min.	Opening exercises, greetings, and social responses				
10 min.	Self-help skills				
10 min.	Nutrition (practice of self-help and social emotional responses)				
15 min.	Communication skills				
15 min.	Perceptual training				
15 min.	Individual expression (music, rhythms, arts and crafts, etc.)				
10 min.	Story time (to develop listening and sequential skills)				
15 min.	Cognitive skills				
10 min.	Motor development				
10 min.	Social-emotional				
20 min.	Practical skills				
5 min.	Clean-up and evaluation				

GROUPING

In working with a CDC class, the teacher will find a need to work with individual children, small groups of children (4), or half the group. This constitutes considered planning in order to make the most constructive use of class time. The following guidelines suggest ways of meeting individual, small group, and large group needs.

HALF GROUP TECHNIQUE

(Best adapted to the areas concerned with Cognitive Skills, Practical Skills, Individual Expression, Self Care, and Social-Emotional Development)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First half of allotted time	Teacher presents new work to Group A	Teacher Group B	Teacher Group A	Teacher Group B	Teacher Group A
	Attendant works on follow-up materials with Group B (6 children)	Attendant Group A	Attendant Group B	Attendant Group A	Attendant Groups B
Second half of allotted time	Teacher Group B Attendant Group A	Group A Group B	Group B Group A	Group A Group B	Group B Group A

SMALL GROUPS (4 children)

(Best adapted to the areas concerned with Motor Development, Perceptual Training, and Communication)

	Group A 4 Children	Group B 4 Children	Group C 4 Children
1/3 Allotted Time	Teacher	Attendant	Independent Activities
1/3 Allotted Time	Independent Activities	Teacher	Attendant
1/3 Allotted Time	Attendant	Independent Activities	Teacher

Independent activities might include:

- Puzzle work
- Clay
- Easel painting
- Bead stringing
- Other activities

EVALUATION OF PUPIL GROWTH

Evaluation of the pupil's progress is made on a continuous basis. However, twice a year, the teacher submits a written report to the parents. These reports indicate the pupil's progress in the class and his peer group relationships.

The following pages include copies of the revised report card to be sent home to the parents, the report card of social growth to be used with younger children, and experimental evaluation sheets to be kept in the children's folders.

Anecdotal records are used to record the behavior of each child in terms of his characteristics and accomplishments in individual and in group situations. Teachers should record the exact behavior of the pupil, positive as well as negative. The teacher then can become aware of the pupil's behavior pattern and is able to get a picture of his growth. These records can help in recording progress of the child. They also are helpful in planning program changes and in working with parents, administrators, and other persons. Other essential records should be kept for these pupils, just as for all other children in the school.

ATTENDANCE RECORD

	1st SEMESTER NUMBER OF DAYS	2nd SEMESTER NUMBER OF DAYS
DAYS PRESENT		
ABSENCE DUE TO ILLNESS		
UNEXCUSED		

COMMENTS

Teacher	1st Semester
	Signature
Parent	1st Semester
	Signature
Teacher	2nd Semester
	Signature

LOS ANGELES CITY SCHOOLS

Special Education Branch

Name of Child ______________________

School ______________________

Teacher ______________________

Reporting Period ______________________

Year ____________

EXPLANATION

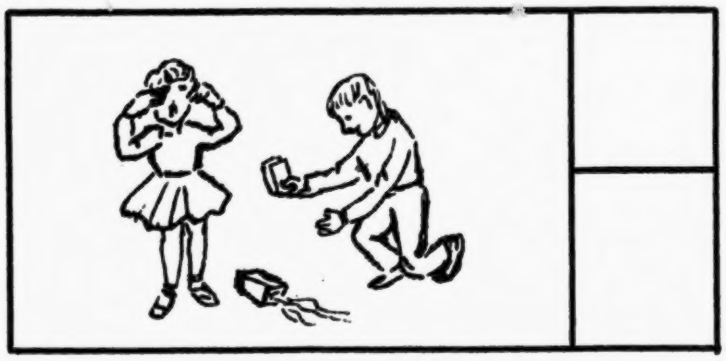
This report has been thoughtfully prepared by the teacher and your child to inform you of his social progress in school.

Children develop best when there is understanding between home and school. Conferences and school visits are helpful in building this understanding. Please arrange a visit to discuss your child's progress with his teacher.

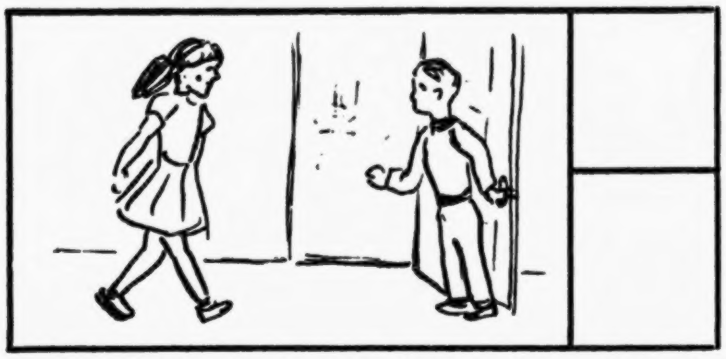
SOCIAL GROWTH

+ MEANS Satisfactory

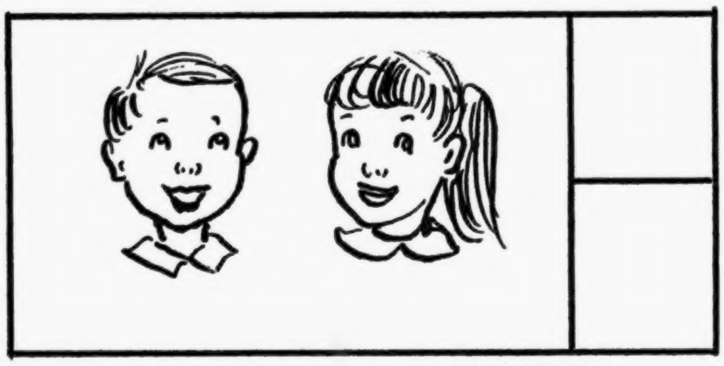
- MEANS Needs improvement



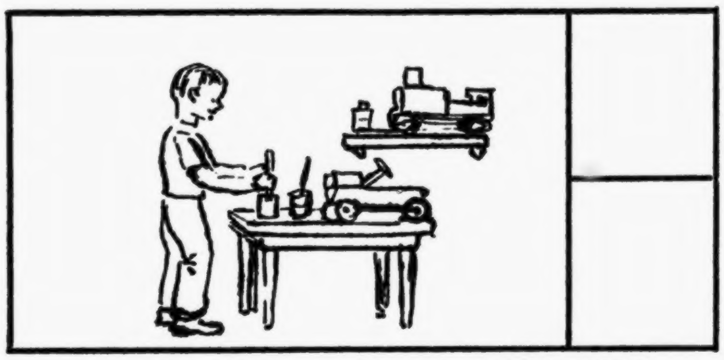
I HELP OTHERS



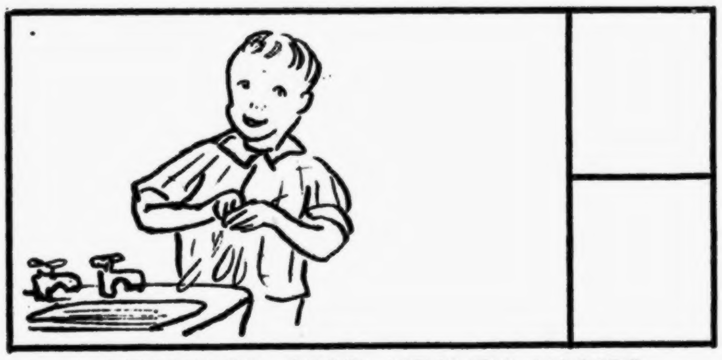
I PRACTICE GOOD MANNERS AND SAFETY



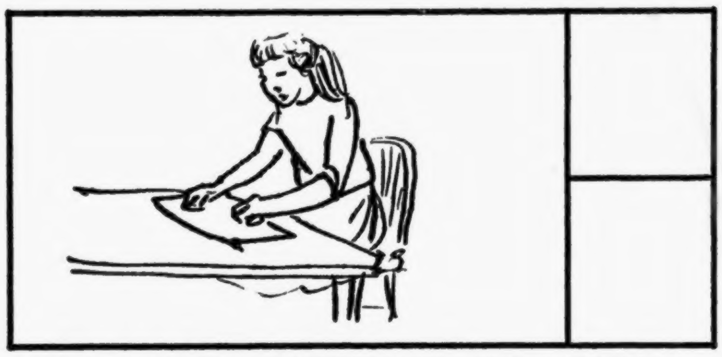
I AM FRIENDLY AND CHEERFUL



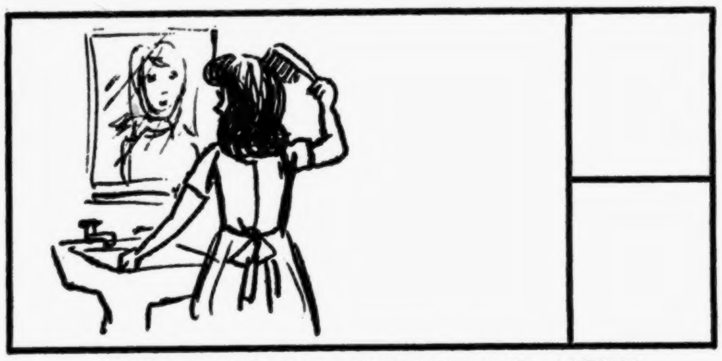
I TAKE GOOD CARE OF MATERIALS



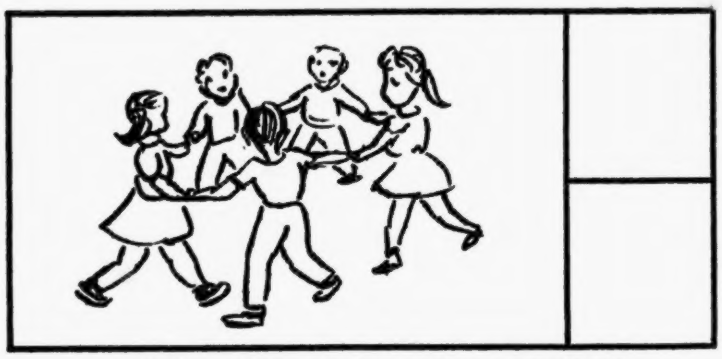
I PRACTICE GOOD HEALTH HABITS



I DO MY WORK CAREFULLY AND NEATLY



I KEEP MYSELF CLEAN AND NEAT



I WORK AND PLAY WITH OTHERS

(Revised-1964)

REPORT CARD FORM
CDC CENTER
LOS ANGELES CITY SCHOOLS
SPECIAL EDUCATION BRANCH

Progress Report of____

School______________________________ Date________________

Teacher__________________________ Principal_________________

The reporting system for the CDC Program has been designed to include a parent-teacher conference, and the issuance of a report card in February and June.

The habits, skills, and learnings that are evaluated on the report will help parents to know the general purposes of the CDC Program.

There is no stated promotion policy, but each child is placed in the group where he can best succeed.

Since children vary in aptitudes and abilities, it is wise to avoid comparing your child's achievements with those of other children.

EXPLANATION OF MARKS

+ = Performing well
- = Regressed
N = Needs to improve

ATTENDANCE RECORD

	September-February	February-June
Days Present	__________	________
Days Absent	__________	________

PARENT'S SIGNATURE

Winter Term ________________________

Spring Term ________________________

REPORT TO PARENTS
CHILD DEVELOPMENT CENTER
LOS ANGELES CITY SCHOOL DISTRICT
SPECIAL EDUCATION BRANCH

AREA 1-Motor Development

February	June	ABILITIES
☐	☐	can throw and catch a ball
☐	☐	can hop on either foot
☐	☐	can skip, run, etc.
☐	☐	can pump a swing
☐	☐	uses jungle gym
☐	☐	uses large muscles to accompaniment of musical instrument or singing
		COOPERATION
☐	☐	follows leadership
☐	☐	assumes leadership
☐	☐	shares toys and equipment
☐	☐	takes care of equipment
☐	☐	participates in group activities
☐	☐	participates in outdoor and indoor activities
☐	☐	awaits his turn
		COORDINATION SKILLS
☐	☐	can do fine and gross manipulative activity
☐	☐	has good walking posture
☐	☐	has good sitting posture

AREA 2-Perceptual Training Sensory Development

		TRAINING THE SENSES - VISUAL
☐	☐	can distinguish forms and shapes
☐	☐	can distinguish color
☐	☐	recognizes likenesses and differences
☐	☐	differentiates between capital and small letters
☐	☐	observes double letter configurations
☐	☐	recognizes his name when he sees it

February	June	
		AUDITORY-EAR TRAINING
☐	☐	recognizes his name when called
☐	☐	listens for sounds
☐	☐	identifies sounds
☐	☐	reproduces sounds
☐	☐	hears initial sounds
☐	☐	hears ending consonants
☐	☐	perceives rhyming words
☐	☐	recognizes likenesses and differences
		SMELL
☐	☐	recognizes foods by smell
☐	☐	recognizes fresh and stale
		TOUCH
☐	☐	identifies rough and smooth
☐	☐	identifies hard and soft
☐	☐	identifies round and square
☐	☐	identifies hot and cold
		TASTE
☐	☐	distinguishes between sweet and sour
☐	☐	distinguishes hot and cold
☐	☐	identifies salty
☐	☐	identifies bitter
		RECOGNITION OF FORM
☐	☐	can see differences in circle and square
☐	☐	distinguishes straight,curved,or round
☐	☐	recognizes a ball as being round
☐	☐	recognizes circle - cone

February	June	
		COLOR
☐	☐	recognizes primary colors
☐	☐	recognizes secondary colors
☐	☐	distinguishes between bright and soft colors
☐	☐	distinguishes between light and dark
		SPATIAL - DESIGN
☐	☐	can work simple jigsaw puzzles
☐	☐	can see spatial relationships
☐	☐	can recognize far and near
☐	☐	- large and small
☐	☐	- left and right
☐	☐	- top and bottom
☐	☐	- high and low
		MUSCLE TRAINING AND CRAFTS LARGE MUSCLE ACTIVITIES
☐	☐	can saw a board
☐	☐	can hammer nails into block of wood
		FINER COORDINATION
☐	☐	can string spools, beads, buttons
☐	☐	can work a peg board
☐	☐	can cut paper and cloth according to pattern with a scissors
☐	☐	can paste neatly
☐	☐	uses imagination in working with paints, crayons, clay
☐	☐	shows skill in construction with blocks, tinker toys

AREA 3-Cognitive Skills

PERSONAL FACTORS OF HOME AND COMMUNITY

February	June	
☐	☐	can tell his name
☐	☐	can write his name
☐	☐	can tell his address
☐	☐	can tell his phone number
☐	☐	can tell his parent's name
☐	☐	knows his age
☐	☐	knows names of brothers and sisters
☐	☐	knows names of other children in the room
☐	☐	knows teacher's name
☐	☐	can say by rote the days of the week
☐	☐	can say by rote the months of the year

AWARENESS OF SEASONS AND THEIR EFFECT

☐	☐	reads temperature - thermometer
☐	☐	can relate recreation to seasons
☐	☐	relates clothing to seasons
☐	☐	understands weather as related to seasons

NATURE

☐	☐	appreciates flowers, birds
☐	☐	relates to animals,pets
☐	☐	is aware of natural phenomena--sky, clouds, trees, sunlight, shadows

HOLIDAYS

☐	☐	is aware of Christmas
☐	☐	is aware of Easter

NUMBER CONCEPTS - QUANTITY

February	June	
☐	☐	can say names of numbers by rote, 1 to 10
☐	☐	can do rational counting to 10
☐	☐	recognizes number symbols 1 to 20
☐	☐	can write numbers
☐	☐	can sort into categories
☐	☐	can combine two numbers

HAS TIME CONCEPTS

☐	☐	understands morning-evening
☐	☐	- slow-fast
☐	☐	- week-month
☐	☐	- day-week
☐	☐	- month-year
☐	☐	- minute-hour
☐	☐	- today-tomorrow
☐	☐	- yesterday-today
☐	☐	can tell time by the hour

MONEY

☐	☐	recognizes penny, nickel, dime
☐	☐	two nickels--dime
☐	☐	ten pennies--dime
☐	☐	five pennies--nickel

MEASURES

☐	☐	understands concept of many, few
☐	☐	- all, none
☐	☐	- more, less
☐	☐	- long, short
☐	☐	- empty, full

COMPREHENSION

February **June**

____ ____ comprehends verbal-oral instructions
____ ____ comprehends written instructions

ABILITY TO FOLLOW DIRECTIONS

____ ____ oral
____ ____ written
____ ____ one, two, three sequence

INTERPRETIVE SKILLS

____ ____ can make judgments
____ ____ can form visual images
____ ____ can interpret main ideas

COGNITIVE READING EXPERIENCES- SIGHT VOCABULARY

____ ____ recognizes name when he sees it
____ ____ recognizes name of school
____ ____ recognizes name of teacher

EXPERIENCE CHARTS

____ ____ can verbalize thoughts

AREA 4-Self-Help Skills

SELF-CARE HEALTH

February	June	
☐	☐	tries to keep self clean
☐	☐	takes care of hands, nails, hair
☐	☐	keeps fingers away from nose, ears, mouth
☐	☐	brushes teeth regularly
☐	☐	sleeps 10-12 hours every night
☐	☐	goes to toilet when necessary
☐	☐	washes after going to toilet
☐	☐	flushes toilet after use

DRESSING SKILLS

☐	☐	dresses and undresses independently
☐	☐	dresses appropriately for weather

EATING HABITS

☐	☐	does not waste food
☐	☐	keeps mouth closed while chewing
☐	☐	has good table manners
☐	☐	is aware of balanced diet
☐	☐	washes hands before and after meals
☐	☐	is independent in eating activities

AREA 5-Communication

CONVERSATION SKILLS

☐	☐	listens when others are speaking
☐	☐	contributes to discussions
☐	☐	speaks distinctly

February	June	
		VOCABULARY
☐	☐	can express himself orally
☐	☐	can tell story from pictures
☐	☐	can tell his own story
☐	☐	understands when spoken to
☐	☐	uses good sentence structure
☐	☐	uses words correctly, grammatically
		EXPRESSION OF FEELINGS
☐	☐	through actions
☐	☐	- vocalization
☐	☐	- paintings, colorings, drawings
☐	☐	- music
☐	☐	- play
☐	☐	- dramatic play
☐	☐	- voice
		RETENTION
☐	☐	can remember verbal directions
AREA 6-Social-Emotional Adjustment		
		COOPERATION
☐	☐	works without disturbing others
☐	☐	takes part in planning
☐	☐	takes suggestions
☐	☐	follows directions
		SHARING
☐	☐	shares materials
☐	☐	respects rights of others
☐	☐	takes part in sharing period

February	June	
		SELF-CONTROL
☐	☐	initiates activities for himself
☐	☐	demonstrates good self-control
		ADJUSTMENT TO GROUP
☐	☐	is friendly
☐	☐	works and plays well with others
☐	☐	adjusts to group situation
		TEACHER
☐	☐	respects teacher
		SCHOOL
☐	☐	has good attitude towards school
		ATTITUDE TOWARD SELF
☐	☐	is neat in workmanship
☐	☐	assumes responsibility
☐	☐	expresses himself
☐	☐	is always willing to try a task
		FAMILY
☐	☐	respects parents obeys when directed

February	June	
		AUTHORITY
☐	☐	takes care of personal property
☐	☐	takes care of public property
		PERSONAL MANNERS
☐	☐	knows how to use a handkerchief
☐	☐	says "please," "thank you," "excuse me"
		COURTESY
☐	☐	has good manners
		shows respect to teacher, parents, elders
		SAFETY AWARENESS
☐	☐	is aware of safety in the home
☐	☐	obeys school and playground rules
☐	☐	obeys traffic rules, bicycles, stop signs
☐	☐	is familiar with basic rules of water safety
☐	☐	has respect for and understanding of policeman and fireman
		SELF-EVALUATION SKILLS
☐	☐	can see progress
☐	☐	shares in planning for progess
☐	☐	has good attitude toward mistakes and correction
☐	☐	relates to competition
☐	☐	relates himself to his own record

AREA 7-Individual Expression

MUSIC

February	June	
☐	☐	has a sense of rhythm
☐	☐	can sing on tune
☐	☐	can mark time

ART

☐	☐	shows sense of proportion
☐	☐	displays creativity with art media
☐	☐	expresses self through art
☐	☐	has sense of color

AREA 8-Practical Skills

HOUSEHOLD SKILLS

☐	☐	can dust furniture
☐	☐	can sweep the floor
☐	☐	can pick up paper
☐	☐	can make a bed
☐	☐	can set a table
☐	☐	can polish furniture and silver

VOCATIONAL EXPERIENCES

☐	☐	participates in occupational training
☐	☐	participates in industrial arts
☐	☐	can follow simple patterns
☐	☐	can cook simple foods
☐	☐	can assist with child care
☐	☐	participates in working in the garden

EVALUATION OF THE CHILD'S PROGRESS

The following checklist may be used as a basis for personal parent conferences.

The teacher also may use it as a diagnostic and evaluative aid in planning for individual and classroom activities.

NOTE TO TEACHERS:

These levels are described in the introduction and may be reviewed as follows:

L1 The skill is taught from a mechanical training aspect, completely adult-dominated. The child is aware of teaching but not ready to perform the skill

L2 The skill is used with assistance of an adult, both in instruction and participation

L3 The skill is practiced with relative independence, guided by an adult

L4 The skill is utilized appropriately, with consistency of reaction, in a responsible manner and entirely without supervision

NOTE: See special interpretation of levels for Area 2

AREA 1

MOTOR DEVELOPMENT

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
A. Body Coordination								
Can crawl on floor								
Can climb stairs								
Can balance himself on one foot								
On both feet								
Can kick a ball								
Can jump over a rope								
Can pedal a tricycle or bicycle								
B. Manual Dexterity								
Can throw a ball								
Can bounce a ball								
Can catch a ball or bean bag								
Can pull objects, toys, wagons								
Can push toys, furniture								
Can string beads								
Can cut with scissors								
Can use crayon or pencil								
C. Physical Fitness								
Can run								
Has endurance in skills, stunts								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 1

MOTOR DEVELOPMENT

C. Physical Fitness (Cont.)

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Can touch toes								
Can do push-ups								
Can chin himself								

D. Physical Education

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Has confidence to attempt skills								
Can perform stunts								
Participates in group games								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 2

PERCEPTUAL TRAINING

A. Visual Perception

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Eye movements								
Eye-motor coordination								
Ability to perceive forms								
Ability to distinguish figure from ground								
Ability to recognize similarity despite small differences								
Ability to understand spatial relationships								

B. Auditory Perception

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Ability to differentiate environmental sounds								
Ability to select specific sounds								
Ability to understand single words								
Ability to understand simple commands								
Ability to understand double commands								

C. Kinesthetic Perception

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Ability to use fine or gross muscle movement								
Ability to learn from the experience of handling materials								

Check appropriate box

L1 - Good
L2 - Fair
L3 - Poor
L4 - Undetermined

AREA 3

COGNITIVE SKILLS

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
A. Self-Awareness								
Has a positive view of himself								
Can identify with others								
Enjoys doing for himself								
Depends on own efforts								
Shows growth in independence								
Is beginning to develop initiative								
B. Environmental Information								
Can participate in show and tell								
Can tell a news event to the class								
Can find places on the map								
Has some ideas of land and water forms--country, state, island, river, ocean, etc.								
Participates in working the soil, planting, weeding, watering, and so forth								
Shows interest in simple science experiements, plant growth, animal life, weather conditions, change of seasons, study of the sky, and simple machinery								
Knows school personnel								
Can relate holiday stories to the holiday								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 3

COGNITIVE SKILLS

C. Numbers

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Is able to count in sequence								
Has number concepts of small numbers								
Can recognize and read numbers								
Is able to recognize and identify forms: square, circle, triangle, etc.								
Has some understanding of common measure								
Can recognize coins when handling money								
Knows value of coins when handling money								
Can tell time								

D. Reading - Writing
(For Mature Children)

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Can recognize basic colors								
Can classify objects								
Can memorize rhymes, songs and other selections								
Can recognize likenesses and differences								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 3

COGNITIVE SKILLS

D. Reading - Writing (Cont.)

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Can understand meanings of words								
Can read from functional materials								
Can print own name								
Can copy own name and address								
Can copy from board								
Can write own name								
Can write own address								
Can write independent sentences								
Can spell protective words: Stop--Go Boys--Girls, Danger, etc.								
Knows the letters of the alphabet								

Check appropriate

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 4

SELF HELP

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
A. Personal Care								
Goes to the toilet unassisted								
Knows how and when to wash hands								
Uses handkerchief or tissue when necessary								
Has good eating habits								
Can use utensils properly								
Knows to clean up								
(Upper) Can assist with meal planning								
B. Health								
Understands bathing and cleanliness								
Knows need to wear proper clothes for weather conditions								
Cooperates at rest time								
Has good nutrition habits								
C. Safety								
Is careful with sharp objects								
Avoids dangerous situations at school								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 4

SELF HELP

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
D. Dressing								
Can remove outer clothing								
Can put on outer clothing								
Can put on shoes								
Can lace shoes								
Can distinguish between front and back of clothing								
E. Body Image								
Can recognize left and right in relation to self								
Can recognize up and down in relation to self								
F. Travel								
Can travel in school building on errands								
Obeys rules on bus								
Can travel from bus to class								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 5

COMMUNICATION

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
A. Observing								
Can recognize self-image								
Can recognize belongings								
Can recognize parts of his body								
Can discriminate between common objects, noting such items as color and size								
Can distinguish important people from strangers (family, playmates, and teachers)								
B. Listening Skills								
Can recognize name when spoken								
Can recognize household sounds								
Can recognize animal sounds								
Can recognize familiar tunes								
Can abstract meaning from the spoken word								
Displays auditory memory retention								
Can integrate what is heard								
C. Language Skills								
Can identify self verbally								
Can tell simple story from a picture								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 5

COMMUNICATIONS

C. Language Skills (Cont.)

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Can repeat a story in sequence								
Can deliver oral messages								
Can use telephone for social purposes								

D. Speech

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Uses gestures								
Can imitate sounds								
Imitates speech sounds								
Can use simple words, phrases, and sentences								
Participates in oral work								
Can name self, other persons, and objects								
Can identify numbers and days of the week								
Can converse over the telephone								
Uses connected language								
Can tell simple experience stories								
Can answer questions intelligibly								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 6

SOCIAL-EMOTIONAL DEVELOPMENT

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
A. Self-Control								
Can adjust appropriately to classroom situations								
Has physical control (does not push, hit, or hurt)								
Can adjust to disappointment								
B. Personal Development								
Shows an appropriate sense of humor								
Shows dependability in routine tasks								
Demonstrates willingness to help								
Can accept "Yes" and "No"								
Shares materials and time with others								
Shows willingness to help with chores								
C. Group Participation								
Is beginning to develop ability to cooperate with a group								
Helps at school (school lunch)								
Participates in group play								
Participates in class parties								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 6

SOCIAL-EMOTIONAL DEVELOPMENT

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
C. Group Participation (Cont.)								
Uses appropriate behavior at school assemblies	☐	☐	☐	☐	☐	☐	☐	☐
D. Social Skills								
Knows how to greet people	☐	☐	☐	☐	☐	☐	☐	☐
Knows how to introduce guests	☐	☐	☐	☐	☐	☐	☐	☐
Takes leave courteously	☐	☐	☐	☐	☐	☐	☐	☐
Respects property of others	☐	☐	☐	☐	☐	☐	☐	☐
Uses social amenities ("please" "thank you")	☐	☐	☐	☐	☐	☐	☐	☐
Works and plays harmoniously with others	☐	☐	☐	☐	☐	☐	☐	☐
Takes turns in an acceptable way	☐	☐	☐	☐	☐	☐	☐	☐

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 7

INDIVIDUAL EXPRESSION

A. Music

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Shows appreciation of music by listening to songs and records								
Participates in musical experiences by humming and singing								
Sings simple songs								
Sings with records								
Keeps time with rhythm instruments								
Keeps time by clapping, dancing, jumping, skipping, marching, running, and hopping								
Participates in rhythmic dances								
Participates in creative rhythms								
Participates in interpretive rhythms								

B. Art and Crafts

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Can finger paint								
Can sponge paint								
Uses crayons, paints, and pencils								
Can color printed pictures								
Can model with clay								
Can work with ceramics								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 7

INDIVIDUAL EXPRESSION

B. Arts and Crafts (Cont.)

	First Evaluation L1	First Evaluation L2	First Evaluation L3	First Evaluation L4	Second Evaluation L1	Second Evaluation L2	Second Evaluation L3	Second Evaluation L4
Can make tiles	☐	☐	☐	☐	☐	☐	☐	☐
Can use dough	☐	☐	☐	☐	☐	☐	☐	☐
Can make collages	☐	☐	☐	☐	☐	☐	☐	☐
Can make mosaics	☐	☐	☐	☐	☐	☐	☐	☐
Can make prints	☐	☐	☐	☐	☐	☐	☐	☐
Can weave	☐	☐	☐	☐	☐	☐	☐	☐

C. Recreation

	First Evaluation L1	First Evaluation L2	First Evaluation L3	First Evaluation L4	Second Evaluation L1	Second Evaluation L2	Second Evaluation L3	Second Evaluation L4
Plays in sand box with toys	☐	☐	☐	☐	☐	☐	☐	☐
Participates in water play	☐	☐	☐	☐	☐	☐	☐	☐
Uses table games and puzzles	☐	☐	☐	☐	☐	☐	☐	☐
Can match cards	☐	☐	☐	☐	☐	☐	☐	☐
Participates in social games	☐	☐	☐	☐	☐	☐	☐	☐
Participates in musical games	☐	☐	☐	☐	☐	☐	☐	☐
Participates in organized social games	☐	☐	☐	☐	☐	☐	☐	☐
Can swim	☐	☐	☐	☐	☐	☐	☐	☐
Participates in cook-outs	☐	☐	☐	☐	☐	☐	☐	☐
Participates in Scout activities	☐	☐	☐	☐	☐	☐	☐	☐
Enjoys camping experiences	☐	☐	☐	☐	☐	☐	☐	☐

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 8

PRACTICAL SKILLS

A. Household Skills

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Can dust classroom furniture								
Can sweep the floor								
Can pick up papers and put them in garbage cans								
Can care for household equipment--mops, brooms, buckets, etc.								
Can make a bed								
Can set the table								
Can wash towels, cloths, and other items in a washing machine								
Can polish furniture and silver								

B. Readiness for Vocational Experiences

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Pays careful attention to directions								
Is neat and orderly in use of materials								
Gets down to work quickly								
Asks for help only after doing his best								
Strives to complete assigned jobs								
Accepts criticism without becoming confused or angry								

Check appropriate box

L1 - How to
L2 - Demonstrate, instruct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

AREA 8

PRACTICAL SKILLS

C. Vocational Experiences

	First Evaluation				Second Evaluation			
	L1	L2	L3	L4	L1	L2	L3	L4
Participates in occupational training: cafeteria, custodial, and so forth								
Participates in industrial arts (Woodworking and construction)								
Can sew simple hems and seams								
Can make aprons								
Can follow simple patterns								
Can prepare foods to be cooked								
Can cook simple foods (eggs, frozen foods, beverages, soups)								
Can assist with child care								

Check appropriate box

L1 - How to
L2 - Demonstrate, insturct, assist
L3 - Instruct, independent follow up
L4 - Self initiation, self direction

LOS ANGELES CITY SCHOOL DISTRICTS
DIVISION OF EDUCATIONAL SERVICES
SPECIAL EDUCATION BRANCH

Date________________________

This will authorize the Special Education Branch to carry out such physical, psychological, psychiatric, and other examinations for my son/daughter, ______________________________, as may be deemed advisable by the Child Development Center.

____
Parent or Legal Guardian

CASE PRESENTATION FOR CDC SCREENING

IDENTIFICATION:

Name____Birthdate____________

Home Address________________________________Age______Sex__________
Street City Zone

Phone Number________________________

TEST DATA:

Name of Test	Form	Date	C. A.	M. A.	I. Q.

PHYSICAL FACTORS:

PERSONALITY APPRAISEMENT:

FACTORS FAVORING PLACEMENT:

FACTORS OPPOSING PLACEMENT:

RECOMMENDATIONS:

Los Angeles City Schools
Special Education Branch

Counselor____________________________

LOS ANGELES CITY SCHOOL DISTRICTS
DIVISION OF EDUCATIONAL SERVICES
SPECIAL EDUCATION BRANCH

PARENT INTERVIEW FOR CHILD DEVELOPMENT CENTER

Date__________________________

Name of Child_________________________________Sex_____Birthdate____________

Address______________________________________Phone__________________________

Father	________________________ (name)	_________________________ (occupation)	______________ (business phone)
Mother	________________________ (name)	_________________________ (occupation)	______________ (business phone)

List ages of Brothers__________________ Sisters______________________________

Schools attended

Nursery____

Public School______________________________________

Institution____

Community Facility__________________________________

PERSONAL HISTORY

At what age did he first Hold head up_______________ Sit alone____________

Walk_________________ Feed self____________Dress self____________ Say first word__________ To what extent does he talk now?___________________________

____

Is he toilet trained? Yes_____ No___

What are his feeding problems____

____

What are his sleep habits?____

____

What are his interests and activities?______________________________

Is he shy?_________ Feelings easily hurt? _________ Jealous? __________

Nervous? _________ Have temper tantrums? __________Helpful? __________

Cries easily? __________________ Cheerful? ____________________

MEDICAL HISTORY

Is child in good health now?______________________________

Does he have physical handicaps?______________________________

What?______________________________

Was delivery normal?________________Instrument________________

Full term ________________________Premature________________________

Has he had severe shock or injury?______________________________

Describe______________________________

Is child under medical treatment now?______________By whom______________

What medicine is he now taking?______________________________

Does he have seizures?______________________________

Did he have seizures in the past?______________________________

How frequent___________ Grand mal_______________ Petit mal___________

Are seizures during day_______________ night __________ both__________

To what is child allergic?______________________________

ESSENTIAL SUPPLIES AND EQUIPMENT
FOR CDC CLASSES

REGULAR CLASSROOM EQUIPMENT AND SUPPLIES

Drawers and cupboards for craft supplies
Desk (adult with file)
Tables, to fit children
Pair of shears
Metal wastebasket
Paper cutter
Rug, 4 x 6
Scissors, blunt and pointed
Beads, large wooden colored
Brushes, cards, chalk, crayons erasers, needles for sewing
Paint, tempera, mixed and dry
Paper, assorted colors
Paper, newsprint
Pencils, large lead and regular
Mirror, rolling
Phonograph, 3 speed
Pencil sharpener
Punch
Chart stand
Stapler
Slide and film projector
Primary typewriter
Tape recorder
Duplicator (fluid type)
Bookcases
Chalkboards
Sand table
Library table
Storybooks
Kitchen unit
Dining room
Living room
Bedroom units

AREA 1-Motor Development

Tricycles
Wagon
Scooter
Jump ropes
Ping pong balls and paddles
Large and small balls
Swings
Slide
Sandbox (outdoor)
Jungle gym
Balance board with horses
Mats

AREA 3-Cognitive Skills

Floor blocks and accessory material
Boats, tugboats, freighter
Cash register (Jr.)
Fire engine, hook and ladder
Packing boxes
People, family, community helpers
Airplanes
Automobile
Stand-up puzzles
Train
Tractor
Wagon
Wheelbarrow
Picture books
Community helper records
Community helper cards
Colored discs
Colored beads
Abacus
Counting sticks
Foot rules
Flags
Demonstration clock
Form boards
Cup, spoons
Scales
Thermometer
Pint, quart, cartons

- Books with simple stories
- Flannel board
- Holiday records
- Picket chart
- Work cards
- Pre-primers

AREA 4-Self Help

- Basic face charts
- Clean-up supplies
- Cleansing tissues
- Grooming supplies, combs, brushes lotions, manicure supplies, soap, towels, shoe shine box
- Electric signals, "Stop," "Go"
- Emergency safety signals
- Portable staircase
- Traffic signal device (hand model)
- Road signs, standard size
- "Dress up" clothes with buttons, fasteners, and the like
- Button boards and shoe boards
- Dishes, silverware, table napkins, straws, place mats, and trays
- Wash basin
- Small stools
- Classroom sinks
- Printed signs, "Stop," "Go," "Danger," "Exit"

AREA 6-Individual Expression

- Carom board
- Carom discs
- Checker board and checkers
- Dominoes
- Sand box
- Table tennis
- Marbles
- Jacks and jack ball
- Ping pong balls
- Records
- Ring toss game and rings
- Jumping rope
- Roller skates
- Sand bags
- Sand tools and toys
- Softball
- Whistle
- Aprons
- Brush rack, wooden or plastic
- Brushes 5/8" bristles, 1" bristles, 2" bristles
- Canvas
- Movable carts
- Chipboard 20" x 26"
- Clothespins, clip on type
- Containers for paint
- Containers for tempera
- Drying racks
- Rubber bands
- Plastic
- Greeting cards
- Reed
- Leather
- Macaroni
- Bean bags
- Easels
- Filing boxes
- Finger paints
- Finger paint paper
- Jars
- Paint
- Paint carriers
- Drawing paper, manila 18" x 24", 12" x 18"
- Sponges 3" x 6", 5" x 8"
- Starch
- Water colors
- Kaleidoscope
- Paper, crepe, assorted colors (fireproof)
- Paste, library
- Paste, tissue
- Tagboard
- Playhouse furniture
- Housecleaning toys
- Doll, doll clothes
- Balance boards
- Skipping ropes
- Radio
- Phonograph
- Album for phonograph records
- Rhythm instruments (drum, tom-tom, cymbals, tamborine, castanets, wrist bells, sand blocks, triangle, rhythm sticks, jingle clogs, autoharp,piano
- Innertube
- Brayer
- Raffia
- Felt

Toys, tricycle
Form boards
Peg board and colored pegs
Spool boards and colored spools
Magnetic boards
Toy telephone
Coat hangers
Games
Doll carriage
Picture puzzles
Colored clothes pins

AREA 8-Practical Skills

Knitting needles, assorted sizes
Yarn, two-ply and four-ply, assorted colors
Cloth, prints and unbleached muslin
Needles, assorted sizes
Machine, foot pedal sewing
Thread, assorted colors, size 40 to 60
Weaving looms for caps and yarn
Weaving looms for pot holder and yarn

Tools

Hammer, screwdriver
Pliers, file
Saws
Tin snips
Textile

Supplies

Alcohol, wood alcohol for diluting shellac
Floor washer, manual and electric
Lawn mower, standard
Standard broom
Friction tape
Standard bulbs
Detergents
First Aid Kit
Flashlight
Furniture polish
Fuses
Hose
Mops
Machine oil
Newspaper
Clean rags
Rakes
Shelving paper
Stove
Refrigerator
Cooking table
Cupboards, cooking utensils, sponge, dishtowels
Garbage can
Broom
Floorbrush
Dustcloth
Washing machine and dryer
Iron
Ironing board
Bed
Bed linen
Wooden boxes
Brads, assorted sizes
Brushes, paint ½" - 3/4"
Cement, airplane
Crayons, large and small
Glue, Wilhold or equal
Lacquer, assorted colors
Lumber, balsa assorted
Molds, button assorted sizes
Nails, assorted sizes
Sandpaper, No. 0, ½, 1

Hammer, crescent wrench, table coping saw, files, "C" clamp
Screws, small flathead, assorted sizes
Steel wool, fine
Woodworking bench
Cabinet for storage supply
Blackboard,eraser
Kiln
Clay, jar and lid
Clay
Canvas

RECORDS

CHILDHOOD RHYTHMS SERIES I ALBUM OF 3

Ruth Evans Series

Hokey Pokey
Heel and Toe Polka-(Mac Gregor)
Shoemakers Dance- (R.C.A. Victor)

Album IA-Songs for the First Grade
Book-Our Singing World- (Ginn and Company)
Uncle Don's Playland-Album of 35 musical stories and games for Sonora Radio and T.V. corporation

THE CHILDREN'S RECORD GUILD

Building a City (Action and Singing)
Train to the Farm
Who Wants a Ride
A Visit to My Little Friend
Let's Be Firemen
My Playful Scarf
Let's Help Mommy
Peter, Please It's Pancakes
How the Fire Engine Got Its Siren-(Capitol)

GOOD FOR RHYTHMS

Yankee Doodle
Wait for the Wagon
The Campbells are Coming
Stars and Stripes Forever (March)

SINGING

Good Morning Mary Sunshine
The Muffin Man
Hickory Dickory Dock
Blue Tail Fly

ACTION SONGS-from the first grade book- Our Singing Work- (Ginn and Company)

I'm a Little Teapot
Oh, Have You Got a Zipper Coat?
Mitten Song
Run and Run
Soldier Boy
Mulberry Bush
Looby Lu

ACTIVITY RECORDS

Put Your Finger in the Air- (Columbia)
Sunday in the Park-(Children's Record Guild)
Train to the Farm
Nothing to Do
Do This, Do That
Playland Party
Rainy Day-(Young People Records)
Let's Play Together

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INSTRUCTIONAL AIDS TO TEACHERS

American National Red Cross
1130 South Vermont Avenue
Los Angeles, California

Automobile Club of Southern California
Public Safety Department
2601 South Figueroa Street
Los Angeles, California

Bicycle Institute of America, Inc.
122 East 42nd Street
New York 17, New York

Bristol-Myers Company
Education Department
630 5th Avenue
New York 20, New York

California Dairy Industry Advisory Board
145 South Spring Street
Los Angeles 12, California
(Yearly catalogs of free health education materials for primary grades, intermediate grades and for adults, available upon request)

Cereal Institute, Incorporated
135 South LaSalle Street
Chicago 3, Illinois

California State Dept. of Education
Sacramento, California

Evaporated Milk Association
307 North Michigan Avenue
Chicago 1, Illinois

General Mills
Department of Public Services
Minneapolis 1, Minnesota

International Cellucotton Products Co.
919 North Michigan Ave.
Chicago 11, Illinois

John Hancock Mutual Life Ins. Co.
of Boston Massachusetts
510 West 6th Street
Los Angeles, California

Liberty Mutual Fire Insurance Co.
175 Berkeley Street
Boston 17, Massachusetts

Los Angeles Fire Department
Education Detail
217 South Hill Street
Los Angeles, California

Los Angeles Police Department
Juvenile Division and Traffic
Education Unit-200 No. Spring St.
Los Angeles, California

Metropolitan Life Insurance Co.
Welfare Department
600 Stockton Street.
San Francisco 20, California

National Education Association
1201 Sixteenth Street, N.W.
Washington 6, D. C.

National Safety Council
610 South Main Street
Los Angeles, California

Scott, Forsman and Company
560 Mission Street
San Francisco 5, California

State Fire Marshal
221 10th Street
Sacramento, California

U. S. Dept. of Agriculture
Bureau of Nutrition and Home
Economics
Agricultural Research Division
Washington, D. C.

The Wheat Flour Institute
309 West Jackson Boulevard
Chicago 6, Illinois

Liberty Mutual Fire Insurance Co.
175 Berkeley Street
Boston 17, Massachusetts

GLOSSARY OF TERMS FREQUENTLY USED IN PROGRAMS FOR EDUCATION OF MENTALLY RETARDED[1]

age, mental	Level of intellectual development expressed as equivalent to the average of a particular chronological age group; usually as reflected in test scores.
agnosia	Inability to recognize persons or objects; may be restricted to a particular sense modality as, for example, visual agnosia.
aggression	Hostile, malevolent, or unfriendly behavior.
ament	A term used to describe one who is mentally retarded.
anomaly, cranial	Abnormal structure of the cranium.
anticonvulsant	An agent which acts to prevent seizures.
aphasia	Impaired ability to understand or use language meaningfully.
aplasia	Absence, defective development, or atrophy of a tissue, organ, or part of the body.
apraxia	Inability to perform purposeful movement in absence of muscular paralysis or sensory disturbance.
ataxia	Lack of normal muscular condition. Incoordinated movement, impaired balance, and disturbed sense of orientation in space.
atheototic	Involuntary, purposeless muscular movements which may be very mild to very severe and may include the face (grimacing) and speech. These movements may be accompanied by increased tension.
autism, infantile	A condition observed in young children characterized by severe withdrawal and inappropriate response to external stimulation.

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[1] Adapted from A Manual on Terminology and Classification in Mental Retardation, prepared by Rick Heber, Project on Technical Planning, AAMD, Vol. 64, No. 2, September, 1959.

borderline	A term which has been used to describe intelligence of children obtaining IQ scores from 70 to 80 or from 75 or 80 to 90.
brain-injury	A general term which refers to any damage to the brain.
cerebellum	The inferior part of the brain lying back of and above the medulla. It is involved in muscle coordination and the maintenance of bodily equilibrium.
congenital	Present at birth.
convulsion	A violent, involuntary series of muscular contractions.
cretinism	Result of severe thyroid deficiency, evidenced in dwarfish, bloated body. Other clinical signs are dry, scaly, sallow skin and severe mental retardation.
Crouzon's disease	(See hypertelorism)
defective, mentally	A term sometimes used as a synonym for mentally retarded. Also used to refer to those whose mental retardation is attributed to structural defect.
deficiency, mental	A term used as a synonym for mental retardation. Sometimes used in a more restricted sense to refer to those whose mental retardation is attributable to structural defect.
deprivation, environmental	Reductions or lacks in environmental stimulation and opportunities for acquiring knowledge ordinarily provided young people.
dominance, cerebral	The tendancy for one cerebral hemisphere, as compared with the other, to have a primary or predominant relationship to particular behavioral functions.
educable	(See retarded, educable mentally)
encephalitis	An inflammation of the brain resulting from an infection.
encephalography	A technique for roentgenographic (X-ray) examination of the brain.
endogenous	Pertaining to mental retardation attributable to familial factors without demonstrable structural defect of the brain.

exogenous	Pertaining to mental retardation attributable to external causes with demonstrable structural defect of the brain.
etiology	The cause of a disease or condition.
eugenics	The science which deals with methods of improving the quality of heredity characteristics of species.
euthenics	The science which deals with methods of manipulating environment so as to improve various qualities of the human race.
familial	Pertaining to a strong tendency to occur among more than one member of an affected family.
feeblemindedness	A term occasionally used as a synonym of mental retardation. Has also been used in England in a more restricted sense to refer to a mild degree of mental retardation.
gene, dominant	A gene which produces its effect regardless of whether it is matched by a like gene in the other chromosome of the pair concerned.
gene, recessive	A gene which produces its effect only when matched by a like gene in the other chromosome of the pair concerned.
habilitation	Improvement in a skill or level of adjustment as with respect to an increase in the ability to maintain satisfactory employment.
handicapped, mentally	A term sometimes used as a synonym of mental retardation. Is also used to refer to a specific or segmental defect in intelligence or other aspect of behavior.
hydrocephalus, congenital	Hydrocephalus refers to increased volume of cerebrospinal fluid within the skull.
hypercalcemia	Excessive calcium in the blood.
hypertelorism (Grieg's disease)	Hypertelorism is characterized by abnormal development of the sphenoid bone with an overgrowth of the lesser wing and an undergrowth of the greater wing of this bone.
hyperkinetic	Excessive movement.
Hurler's syndrome (gargoylism)	Manifested by the deposition of an intermediary metabolite, probably a mucopelysaccharide, in almost all tissues of the body but especially those of the brain, liver, heart, lungs, and spleen.

idiot	A term that has been used to describe the intelligence level of persons obtaining IQ scores from 0 to 25 or 30.
imbecile	A term that has been used to describe the intelligence level of persons obtaining IQ scores from 25 or 30 to 50.
impairment, sensory	Any damage or dysfunction of the special senses such as the visual or auditory apparatus.
intelligence	Although there is no universally agreed upon definition of intelligence, it may be defined generally as problem-solving ability, ability to adapt appropriately to environmental demands and to apprehend abstract interrelationships.
kernicterus	Characterized by a yellow bilirubin staining of brain areas, especially the basal ganglie, cerebellar, nuclei, hippocampus, and medulla.
lobe, occipital	One of the lobes of the brain located at the occipital extremity.
lobe, parietal	One of the lobes (upper back portion) of the brain lying behind the central sulcus and above the lateral cerebral fissure.
medulla	The lowest part of the brain, below the pons, above the spinal cord, and in front of the cerebellum.
mental retardation	(See retardation, mental)
microcephaly	According to clinical tradition, the term microcephaly is reserved for cases with an adult head circumference of 42 cm (17 in.) or less.
monogolism	May be regarded as a disturbance of growth which begins at an early embryonic age and affects almost every system and organ in the body. Also known as Down's syndrome.
ptosis	Drooping of the upper eyelids.
quotient, intelligence	A numerical expression of intelligence which is derived by dividing mental age by chronological age and multiplying by 100.
rehabilitation	Restoration of skill or restoration of efficiency to a level compatible with partial or complete vocational and social independence.
retardate, mental	A person who is mentally retarded.

retardation, educational	An academic achievement one or more years below expectancy on the basis of chronological age.
retardation, mental	The term mental retardation incorporated all of the meanings that have been ascribed historically to such concepts as amentia, feeblemindedness, mental deficiency, mental subnormality, idiocy, imbecility, moronity, and so on.
retarded, custodial mentally	Mentally retarded persons who are incapable of personal self care and whose disabilities are of such a degree of severity that they are incapable of profiting from training or educational programs. Also used to describe that group of mentally retarded obtaining IQ scores below 25 or 30.
retarded, educable mentally	A term used to refer to mentally retarded persons who are capable of some degree of achievement in traditional academic subjects such as reading and arithmetic. Also used to refer to those mentally retarded children who may be expected to maintain themselves independently in the community as adults, or to that group of mentally retarded obtaining IQ scores between 50 and 70, 75 and 80.
retarded, trainable mentally	Term used to refer to mentally retarded persons whose disabilities are such that they are incapable of meaningful achievement in traditional academic subjects but who, nevertheless, are capable of profiting from programs of training in self care, social, and simple job or vocational skills. Also used to refer to that group of mentally retarded obtaining IQ scores from 25 or 30 to 50.
Scale, Vineland Social Maturity	A test designed to evaluate an individual's level of social adaptation.
schizophrenia, childhood	A psychotic disorder with onset of symptoms before puberty, characterized by a basic disturbance in reality relationships with varying intellectual and effective manifestations.
slow learner	A term used to refer to children who are educationally retarded. Also used to refer to children obtaining IQ scores from 80 to 90 and occasionally used as a synonym of educable mentally retarded.
sociometrics	Measurement of social relationships among individuals of a group.
spastic	Involuntary contraction of affected muscles.

trauma	Any injury; may be produced by physical or psychological means.
tremor	Rhythmic, involuntary muscle movements.
Von Gierke's disease (glycogenosis)	A disorder of glycogen metabolism characterized by an abnormal deposition of glycogen in the liver and other organs.
workshop, sheltered	A facility which provides occupational training and/or protective employment for the mentally retarded and/or for persons with other handicapped conditions.